Program Review

2023-2024

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Gaston College Program Review Process

The purpose of program review at Gaston College is to provide ongoing and continuous opportunities to evaluate each program's status and effectiveness, and ensure that it is aligned with the College's Vision, Mission, Strategic Plan, and Institutional Philosophy. This evaluation includes identifying a program's strengths and areas for potential improvement to ensure and/or enhance its overall quality. In addition to a dedicated desire to review and make improvements, program reviews are further required by State Code (1B SBCCC 400.3 Program Review), which states, "Each college shall monitor the quality and viability of all its programs and services. Colleges shall review each curriculum program, each program area within continuing education, and their Basic Skills programs at least every five years to determine program strengths and weaknesses and to identify areas for improvement." Effective program review is a reflective and analytical process that seeks input from various sources including students, instructors, staff, and those who invest in the program's graduates. These data, along with other available measures, are intended to show the quality and viability of a program. An effective program review will meet at least the following three objectives:

1. To ensure the program is operating within or is aligned with the College's Mission.
2. To improve curriculum, instruction, and learning.
3. To ensure that resources are appropriately allocated so that the program is efficient.

For the 2023-2024 program review cycle, the office of Institutional Effectiveness and Academic Affairs implemented a new schedule for the program review process. In efforts to streamline this process and alleviate duplication of work, programs were identified for review on a biennial cycle as indicated below.

Groups

- **Group A: Arts and Sciences and Health and Human Services Programs**
  - A10600 Associate in Fine Arts in Visual Arts
  - A20100 Biotechnology
  - A10100 Associate in Arts
  - A10300 Associate in General Education
  - A1030N Associate in General Education Nursing
  - A10400 Associate in Science
  - A10500 Associate in Engineering
  - A1010T Associate in Arts in Teacher Preparation
  - A1040T Associate in Science in Teacher Preparation
  - A55220 Early Childhood Education
  - A55140 Cosmetology
  - A45340 Emergency Medical Science
  - C55230 Esthetics Technology
  - A45630 Health & Fitness Science
  - A45360 Health Information Technology
  - A45380 Human Services Technology
  - A45400 Medical Assisting
  - A45110 Associate Degree Nursing
  - D45660 Practical Nursing
  - A45580 Pharmacy Technology

    - A45720 Respiratory Therapy
    - A45740 Surgical Technology
    - A45780 Veterinary Medical Technology

- **Group B: Career and Technical Education and Public Safety Programs**
    - A25800 Accounting and Finance
    - D35100 AC, Heating, and Refrigeration Technology
    - A40130 Applied Engineering Technology
    - A30120 Audio and Video Production
    - A60160 Automotive Systems Technology
    - A25120 Business Administration
    - A40140 Civil Engineering Technology
    - A50210 Computer Integrated Machining
    - A55180 Criminal Justice Technology
    - A35130 Electrical Systems Technology
    - A40200 Electronics Engineering Technology
    - D30200 Gunsmithing
    - A25590 Information Technology
    - A40320 Mechanical Engineering Technology
    - A25310 Medical Office Administration
    - A25370 Office Administration
    - A25380 Paralegal Technology
    - A30170 Sports Media Technology
    - A50500 Textile Technology
    - D50420 Welding Technology
    - A55240 Fire Protection Technology
    - A55480 Public Safety Administration

Assessment Cycles

- 2023-2024 – Group A
- 2024-2025 – Group B
- 2025-2026 – Group A
- 2026-2027 – Group B
- 2027-2028 – Group A
- 2028-2029 – Group B

Program Review Components

The program review process includes the completion of the following:

- Comprehensive Academic Program Review Form
- Program Curriculum Map
- Program Learning Outcomes Assessment*

*All programs submit the program learning outcomes assessment every year, regardless of program cycle

The **Comprehensive Academic Program Review form** contains the following areas/related questions to be completed for each program in the review cycle:

- Executive Summary
    - Strengths: What are we doing well?
    - Areas for Improvement: What can we do to better serve our students?
    - Needs: What do we need from the Institution?
    - Actions: What are our next steps? How will we make use of this program review for future improvement?
- Program Data
    - Program Enrollment Data
        - Is program enrollment growing or declining?
        - Have full-time and part-time pathways been updated/reviewed?
        - In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?
        - What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?
    - Enrollment Analysis and demographics (race, gender, age)
        - Share the strategies that are utilized to support underserved populations and non-traditional enrollments.
        - Review program enrollment for at other institutions in neighboring counties.
        - Why are students in Lincoln and Gaston counties enrolling/not enrolling in the program? Identify strategies for enrollment growth. Demographic Enrollment Analysis by Race/Ethnicity:
        - Discuss similarities and/or differences between the college's overall enrollment and the program's enrollment as it pertains to race/ethnicity, gender, age.
        - Discuss program actions to enroll and retain underserved students or special population students.
- Course and Grade Distribution Data
    - Data
        - Number of Students in Each Course
        - Numbers Sections for Each Course
        - Ration of Students/Sections
        - FTE
        - FTE Value
        - Grade Distribution by Course and Delivery Method
    - Questions

        - Are courses (including general education and elective courses) selected and sequenced in a way that makes sense?
        - How do Course Success Rates compare to the College success rate?
        - Are the courses that are being offered for the program meeting enrollment needs?
        - Have the program's core course requirements or total credit hours been reviewed or revised within the last two years?
        - Are significant curriculum revisions anticipated in the next two years?
        - Does the program offer clinical, WBL, or Apprenticeship opportunities?
        - If the program offers Career and College Pathways (CCP) at one or more service area high schools, how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?
        - How does the program ensure they are choosing the best delivery methods?
        - What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?
    - Course Evaluations
        - Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.
        - Explain how the student feedback is being used to improve the course(s).
- Student Progression, Retention, and Completion Rates
    - Discuss the program retention and identify any barriers to student progress.
    - Discuss the student completion data and any identified trends.
    - Identify any known barriers to timely student completion and how they can be addressed.
    - What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?
- Community Connection/Partnerships
    - What partnerships and/or community outreach activities are related to the program?
    - How valuable is this program to the community?
    - How does this program lead to employment opportunities in the local community or prosperity zone?
    - How have we benefitted from community partnerships and what other opportunities exist for collaboration?
    - What is the advisory committee feedback?
    - What do we do that sets us apart from neighboring institutions?
    - How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?
- Program Financial Viability
    - How financially viable is the program?
- Job Placement or Transfer
    - Share the graduation outcome data regarding job placement or transfer.
- Additional Information – external accrediting agencies, graduate surveys, employer surveys, etc.

The **Curriculum Map** contains a list of the program outcomes and core classes in the program. Program faculty review the program learning outcomes and selected courses within the program. The map indicates

the level at which each student learning outcome is addressed in the content delivery in each course in relation to the global program learning outcomes. The levels in the curriculum map are indicated as follows:

- I: Introduced
- D: Developed and practiced with feedback
- M: Demonstrated at the mastery level appropriate for graduation

All academic programs have identified program learning outcomes and annually complete the **Program Learning Outcomes Assessment**. Student learning outcomes for curriculum programs are generally presented by highest award, but this information includes programs (diplomas and/or certificates) embedded within the highest awarded program. The Program Learning Outcomes Assessment contains the following:

- Description of each program learning outcome (PLO)
- Method by which the PLO will be assessed and the assessment means
- Success criteria used to determine if students successfully mastered the PLO
- Assessment analysis, which includes the results, strengths, and areas for improvement for the assessment
- Impact of changes made during previous assessment cycles
- Actions to be implemented for continuous improvement

Upon submission of all required documents, the Office of Institutional Effectiveness will conduct a thorough review of the Comprehensive Academic Program Review form, Curriculum Map, and Program Learning Outcomes Assessment and provide comments, questions, or suggestions.

Up to fifty-percent of the programs in the review cycle will be selected to present a 15-20-minute overview of the program to the Academic Program Performance Team (Program Review Board and Dean's Council members). The program review presentations will be open to any college faculty/staff to attend.

Program Review Presentation

Associate Deans/chairs/leads along with program faculty members will prepare the program review presentation (PowerPoint or handout) and be present during the presentation to the Academic Program Performance Team.

Topics which may be included in the presentation:

- Program Executive Summary– focus of program, enrollment, retention, student achievement, completers, job placement, etc.
- Highlight Successes
- Highlight areas for improvement
- Highlight needs – equipment, personnel, marketing, etc.
- Highlight best practices
- What's going well?
- Is the program utilizing all resources and opportunities available?
- Is the assessment and planning process used to benefit the program?
- Has the program implemented innovative ways of improving student and program success? Are there possibilities for innovation in the future?

- Are there changes or issues that will have an impact on the program in the future? How can the program navigate these changes effectively?
- Are there any community collaborations?

Program Review Timeline

Time	Step
July-September	The Office of Institutional Effectiveness (IE) will enter all program level data to the Comprehensive Academic Program Review form for programs in the review cycle for the previous academic year (summer, fall, spring terms). All program data and assessment documents will be uploaded to the program's folder in OneDrive by September 30.
August	IE will attend divisional meetings for programs submitting full program review document during the upcoming cycle to discuss the review process.
October 1 – October 31	Associate Deans/chairs/leads will complete the Comprehensive Academic Program Review form, Curriculum Map, and Program Learning Outcomes Assessment for programs in the review cycle. Note: All programs will complete the Program Learning Outcomes Assessment. IE will serve as a resource to Associate Deans/chairs/leads during this time.
November 1	Deadline for the final program review documents will be uploaded to the program's folder in OneDrive by November 1 (i.e. Comprehensive Academic Program Review, Curriculum Map, Program Learning Outcomes Assessment) Note: ALL programs will submit Program Learning Outcomes Assessment every year for every program.
November – December	IE will compile and examine all submitted program review documents and provide feedback as needed to Associate Deans/chairs/leads. The Program Review Board will meet to discuss the review documents and review process.
January – March	Up to fifty-percent of the programs in the review cycle will be randomly selected to present an overview of the program to the Academic Program Performance Team (Program Review Board and Dean's Council members). Programs selected for presentation will be identified by mid-January. The program review presentations will be open to any college faculty/staff to attend. Any program in the review cycle involved in an external accreditation during the same timeframe will be exempt from the presentation requirement.

Program Review Board

The purpose of the Program Review Board is to serve as a guide and support for program review processes and procedures.

Program Review Board Members

Lead – Nicole Fogle

Arts and Sciences Division

- Beth McCall
- Christine Ziemba-Tolbert
- Patricia Williams

Career & Technical Education Division

- Jeremy Railton
- Leslie Martin
- Scotty Brooks

Health and Human Services Division

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

Academic Program Performance Team

- Beth McCall
- Breanne Walker
- Brian Bookout
- Calvin Craig
- Christine Ziemba-Tolbert
- Dewey Dellinger
- Heather Woodson
- Jeremy Railton
- Joanne Matz
- John McHugh
- William Thompson
- Leslie Martin
- Lisa Albright-Jurs
- Lori Metcalf
- Lythia Bynum
- Marlena Thomas
- Melody P. Gibson
- Nicole Fogle
- Patricia Williams
- Phonzie Childers
- Scotty Brooks
- Tonia Broome

Program Review – Arts and Sciences 2023-2024

Arts and Sciences Programs

- A10100 Associate in Arts
- A1010T Associate in Arts in Teacher Preparation
- A1040T Associate in Science in Teacher Preparation
- A10300 Associate in General Education
- A1030N Associate in General Education Nursing
- A10400 Associate in Science
- A10500 Associate in Engineering
- A10600 Associate in Fine Arts in Visual Arts
- A20100 Biotechnology
- A55220 Early Childhood Education

Program Review – A10100 Associate in Arts

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Associate Dean: Beth McCall
Program Code(s)/Name(s): Associate in Arts
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A10100 Associate in Arts**
- **P1012C Associate in Arts Pathway**

SECTION I: EXECUTIVE SUMMARY

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

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

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

The Arts and Sciences Division Office (Dean and Associate Deans) serve as the primary program review team for this degree program. This group meets weekly depending upon current needs and activities of the division. Additionally, an external Transfer Advisory Committee meets annually to review curricula, transfer issues, and other topics. This committee is composed of Gaston College Faculty and Staff and representatives of four-year institutions where Gaston College students may transfer.

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

Two of the NCCCS critical success measures directly impacted by student success in the Associate in Arts program saw improvement in the NCCCS 2024 Performance Measures for Student Success Report. Relating to the NCCCS second performance measure, Credit English Success, the gateway course of ENG 111 saw improvement from 0.920 in the 2023 report, which put Gaston College in the Baseline category, to 1.039 in the 2024 report, moving Gaston College to the Average Band Minimum category. Relating to the seventh performance measure, Transfer Performance, Gaston College moved from 0.994 (Average Band Minimum) to 1.012 (Average Band Maximum). Relating to the NCCCS third performance measure, College Level Math Success Rates, Gaston College performance decreased from the prior year. During the year, the MAT department formed a committee, Student Success Rate of College Level Math Team, that identified students who needed MAT 100+. These students were contacted and found to either have already completed their program of study, had left the college, or the information in the system was not updated to

Strengths: What are we doing well?
Areas for Improvement: What can we do to better serve our students?
Needs: What do we need from the institution? Include Personnel and Equipment Request
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reflect the math that was needed. This process seemed to confuse the students and the faculty that were making the contacts. For the future, academic advisors need to strongly encourage students to enroll in a MAT 100+ course early in their time at Gaston College to further assist these students in completing College Level Math. The college has stayed in the same NCCCS band width of less than the college average but above the baseline.

Because demand for online classes occurs for all disciplines within the Associate in Arts program, continuing efforts have been made since the last program review to implement strategies to improve online learning and teaching. These efforts include divisional leadership presenting multiple workshops for specific departments, as well as for all faculty in the division.
In addition, several resources and guides for faculty in the Division of Arts and Sciences were created that focused on Regular Substantive Interaction (RSI), such as 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. Divisional leadership also worked one-on-one with specific faculty who sought out individualized assistance throughout the year to address specific issues related to online instruction.

To develop, implement and promote the Gaston College Honors Program, an Honors Committee was created in Summer 2023, which met regularly through Fall 2023 and Spring 2024 to

- articulate a rationale for a revamped GC honors program and communicate that to the GC President's Council for approval,
- review and research honors programs at other community colleges in the NCCCS,
- determine honors program admission requirements,
- consider and determine program pathways to include one tailored for students who intend to transfer to four-year institutions and one for students who intend to graduate and enter the workforce,
- consider and determine requirements for each of the two pathways,
- identify grant opportunities and apply for an ITYC-NSF IUSE grant,
- create both mission and vision statements,
- survey faculty, evaluate survey responses and generate strategies and incentives to encourage more instructors to offer honors options,
- and develop honors program handbooks for both faculty and students.

Promoting transfer opportunities, the purpose on the Transfer Admission Guarantees (TAG) Co-Admission Program, occurred both on-campus and off.

- **On-campus** outreaches included an engaging bulletin board in a high traffic area of Robinson Classroom Building, the building where most classes related to the Associate in Arts program are held; a table at the GC Student Success Expo; information shared at the Gaston College Educators Breakfast; information included in the GC Leadership Gaston Scavenger Hunt; Fall Transfer Fair; College Now training event; SPARC – C3 interest meeting; GC Open House event; personal contact with SPARC-C3 students; Early College High School TAG Co-Admission event; SGA Spring 2024

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

welcome event; GECHS TAG Talk; Lincoln County HS 10th grade visit to GC; Rhino Roadmap information; GC Spring Transfer Fair; 49er Next Meeting; GC Spring Fest; and Senior Night.

- **Off-campus** TAG efforts included maintaining an information-rich website; Zoom meetings with a partner high school's counselor and partner private university to review and discuss aspects of the TAG program; information tables at area high school football games; presentation at a Lincoln County Teacher Cadet event; and campus visits to a local private college.

To meet the demands of higher enrollment and open faculty positions due to previous retirements/resignations, pressing needs for more English, Communications, and Mathematics faculty have been addressed with the addition of two full-time English instructors, one full-time Communications instructor, and one full-time Mathematics instructor.

Strengths:
The Associate of Arts program remains an essential part of Gaston College academic programs, evident from enrollment statistics. Courses within the Arts and Sciences (A&S) Division play a crucial role in all the degrees offered by the College. The Division continues to be at the forefront of statewide and national improvement initiatives. Given the interdependent nature of the Arts and Sciences Division, fostering collaboration with other programs and divisions at the College is a top priority and a significant strength. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules, created HyFlex course offerings, scheduled more eight-week classes, and added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location.
The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as the Developmental Education Alignment Project, Gaston College Study Abroad, Writing Center, Learning Center, MASC Center, Transfer Advising Center, Psi Beta, Gamma Beta Phi, Completion by Design, Achieving the Dream, NC College Transfer Program Association, STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC), Inquiry-Based Learning methods, and North Carolina Guided Pathways to Success (NC-GPS).

Many A&S faculty have received specialized professional development related to conducting high quality online courses in the form of online course audits, Blackboard and Accessibility Training (BaAT), Quality Matters Courses (QM), and Association of College and University Educators (ACUE).

Since the last assessment cycle, recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) Co-Admission Programs have been implemented. TAG programs offer transfer students guaranteed admission to select university partners. Divisional leaders have focused on marketing efforts for these important agreements through campus events like the Student Success Expo and collaborating with the GC Marketing and Communications Department to publicize the TAG program through GC's social media.

Areas for Improvement:

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

The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improve seamless transfer to senior institutions, and reduce course withdrawal rates.

Needs:

- Rauch Science Building continues to be in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse attached to Rauch continue to need repairs as it needs to be used for labs and resources.
- Arts and Sciences leadership will provide training for our faculty for the LMS upgrades and implementations.
- As Arts and Sciences continues to expand Lincoln Campus course offerings, leadership will assess, review, and monitor the classrooms to see if they meet student needs.
- Arts and Sciences has a critical need to hire more faculty in a variety of disciplines to meet the increasing number of course sections. This will allow us to provide more sections and times when courses could be offered to meet students' needs.

Actions:

1. Continue to improve the North Carolina Community College System Critical Success measures for student success rate in curriculum English.
2. Meet the North Carolina Community College System Critical Success measure for curriculum Math
3. Implement strategies to improve online learning and teaching, including LMS transition to Blackboard Ultra.
4. Continue to expand the Honors Program and Transfer Admission Guarantee programs.
5. Apply for grants to assist with supporting the Honors Program, Student Success initiatives, development of an online teaching and learning center, consortium with area community colleges and four-year institutions, and new SPARC offerings.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A10100	P1012C
American Indian/Alaska Native	2	2
Asian	15	22
Black	91	78
Hispanic	94	115
Two or More Races	4	3
Non-U.S. Resident	48	28

Academic Year 2023-2024 Unduplicated	A10100	P1012C
Unknown	358	1142
White	460	470
Grand Total	**1072**	**1860**

Entry – Program Enrollment

	Explanation/Narrative
<u>Enrollment Analysis</u>: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	A comparison of the enrollment data from 2022-2023 to 2023-2024 indicates that enrollment is experiencing healthy growth in both A10100 and in P1012C. In A10100, the number of individuals enrolled grew from 964 in 2022-23 to 1072 in 2023-2024, which indicates an 11.2% percent increase. Enrollment among CCP students in P1012C was even more robust, with a growth from 1630 in 2022-23 to 1860 in 2023-24, a 14.11% percent increase. Both Full-Time and Part-Time pathways are updated and/or reviewed yearly. Like neighboring institutions CPCC, CVCC, and CCC, Gaston College's Associate in Arts program requires 60 semester hours of approved college transfer courses with a grade of C or better in each course. Like those colleges, the AA degree emphasizes competence in reading, writing, oral communication, fundamental mathematical skills, critical thinking skills and basic computer use. Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings. • All courses within the Associate of Arts degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. • Foundational requirements are provided early in the program and promote completion of pre-requisite courses early

	Explanation/Narrative
	in the program to ensure successful completion. • Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. • Improving course offerings is an important goal within the Arts and Sciences. • To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. • Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created Hyflex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.
<u>Enrollment Analysis</u>: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A10100/P1012C at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Associate in Arts/AA Pathway at GC? Identify strategies for enrollment growth. When reviewing Spring 2024 student enrollment numbers of new & returning students, review the number of students enrolled at a neighboring institution that resides our service area (Gaston & Lincoln counties), and determine if the program has effectively marketed the **Associate in Arts/AA Pathway** to students in and around our service area counties.	**Demographics A10100 during 2023-2024 Academic Year** Percent Female 56% Percent Male 44% Percent White 32% Percent Non-White 14% Percent Unknown 51% Compared to the college-wide population, the AA program has a greater number of male students (44% vs. 36% college-wide) and a lesser number of female students (56% vs. 64% college-wide). However, the trend of having more female students than male is consistent with college demographics. During the 2023-2024 academic year, more white than non-white students were enrolled in the AA degree program. The Arts and Sciences Division provides academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science

	Explanation/Narrative
Discuss program efforts (past or present) to address possible opportunities of enrollment growth. **A10100** 	**A10100**	**# of Students**	**Students From Gaston**	**Students From Lincoln**
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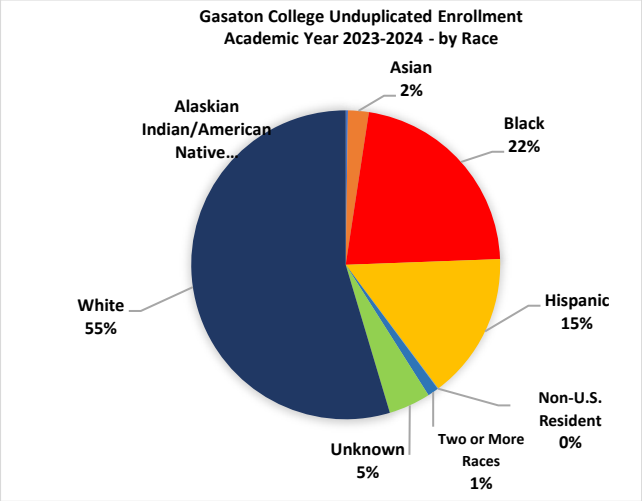
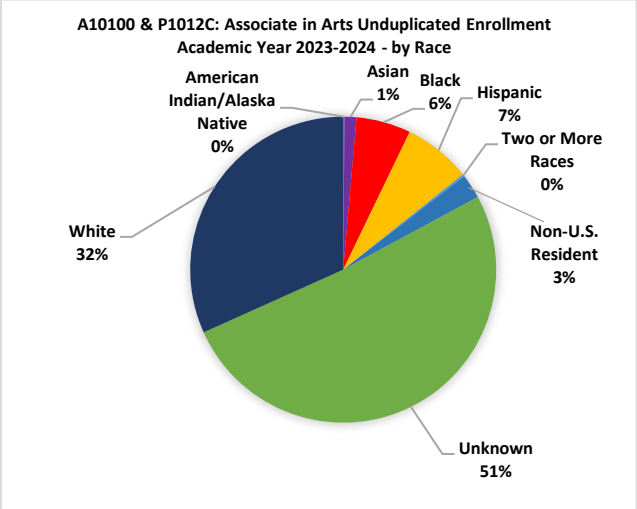
Cleveland CC	415	17	5
CVCC	1,025	8	36
CPCC	5,444	93	36 | **P1012C** | **P1012C**	**# of Students**	**Students From Gaston**	**Students From Lincoln**
---	---	---	---
Cleveland CC	437	15	9
CVCC	844	2	26
CPCC	1,672	17	1		Center, Learning Center, TRIO, and the Transfer Advising Center. Cleveland CC had 415 (new and recurring students for Spring 2024); however, 5 students from Lincoln & 17 from Gaston, the GC service area, enrolled in the Associate in Art program at CCC. That number represents 5.3% of the total number of AA students at CCC. 5 + 17 = 22/Opportunity for program growth. Catawba Valley CC had 1,025 (new and recurring students for Spring 2024); however, 36 students from Lincoln & 8 from Gaston, the GC service area, enrolled in the Associate in Art program at CVCC. That number represents 4.3 percent of the total number of AA students at CVCC. 8 + 36 = 44/Opportunity for program growth. Central Piedmont CC had 5,444 (new and recurring students Spring 2024); however, 36 students from Lincoln & 93 from Gaston, the GC service area, enrolled in the Associate in Art program at CPCC. That number represents 2.4 percent of the total number of AA students at CPCC. 36 + 93 = 129/Opportunity for program growth. **Program's enrollment growth action(s) and/or comment(s) below:** While the percentage of students from Gaston/Lincoln counties represents five percent or less of the total number of AA students enrolled at neighboring institutions, these students indicate that Gaston College's AA program still has room to grow in attracting and retaining students from our service area. This may be done through increasing marketing efforts that make residents aware of the transferability of classes earned through the AA degree.

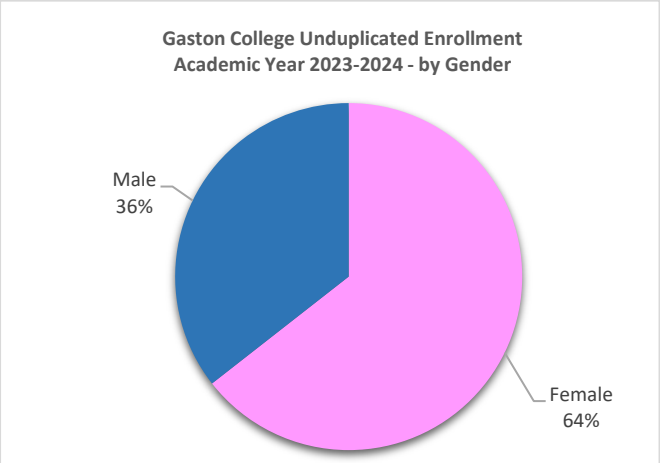
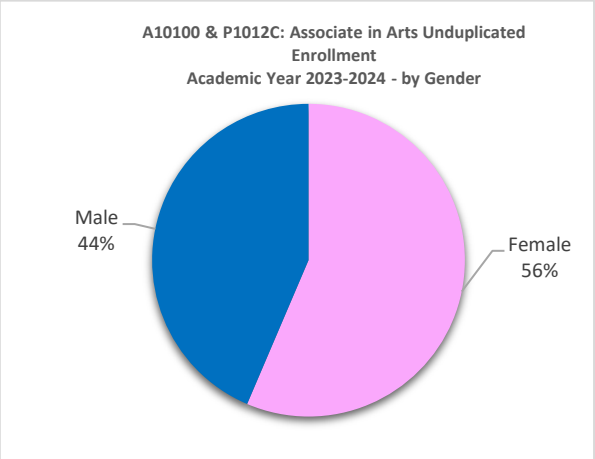
Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Race/Ethnicity:	**Demographics A10100 during 2023-2024 Academic Year**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Percent White 32% Percent Asian 1% Percent Black 6 % Percent Hispanic 7% Percent Unknown 51% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15% Percent Unknown 5% Pronounced differences exist between several of the Race/Ethnicity categories at the program vs. college level. Some of these differences can be traced to the fact that over 51% of AA students are dual-enrolled high school students, who may have been advised by their high school counselors not to indicate their race when enrolling to Gaston College, resulting in 51% of AA students being identified as Unknown. That fact makes it difficult to know whether the low

	number of Black (6% vs. 22%) and Hispanic students (7% vs. 15%) enrolled in the AA program indicates a truly low number or just a misreported one.

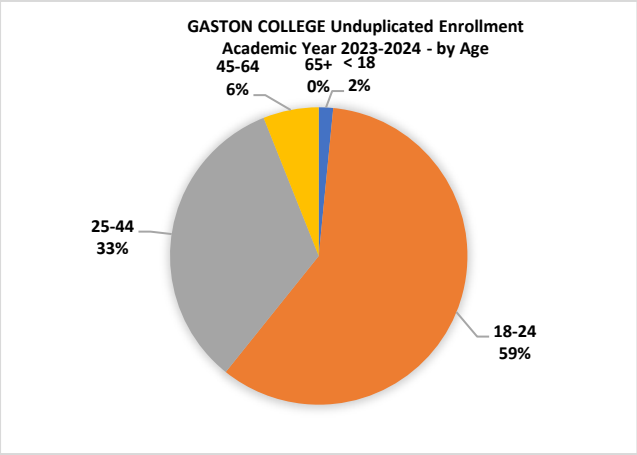
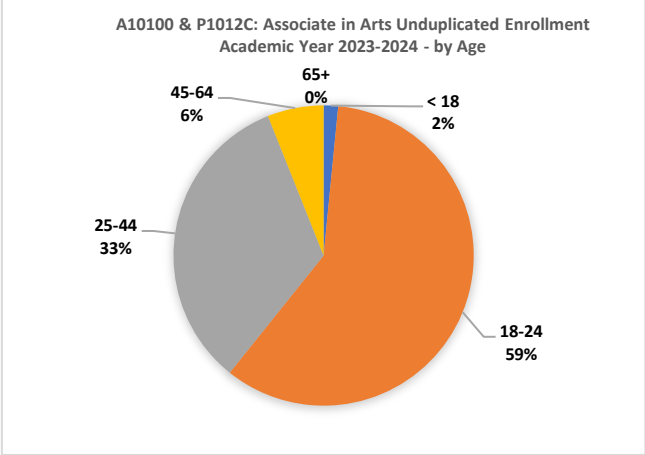
Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A10100 during 2023-2024 Academic Year** Percent Female 56% Percent Male 44% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were more female students in the A10100 programs than male, which was consistent with the College demographics. Interestingly, the percentage of men in the AA program is eight points higher than the percentage in the college overall. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a

	participant in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs, including the Associate in Arts, through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics (Update w/23-24)
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss	The demographics above indicate that enrollment based on age is exactly the same for the Associate in Arts program as for the college. The largest group by

similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	far consists of traditional college students from 18-24 years old. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.

	Explanation
	Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%. Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. While there are several classes that have low enrollment, most classes have more than 10 students per section. The courses with low enrollment are managed well by providing only one section of that course.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? If the program offers Career and College Pathways (CCP) at one or more service area high schools, how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?	The program's core course requirements or total credit hours have been reviewed or revised within the last two years. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the

	Explanation
	NCCCS's recommended options during the next assessment cycle. A significant number of AA classes are offered in area high schools. Instructors deliver the same content, with no changes in rigor or quality, in classes delivered on high school campuses. This is verified by internal audits regularly conducted by departmental leads, program chairs, and Distance Education personnel.
Modality: How does the program ensure they are choosing the best delivery methods? Include Quality Matters and online training information here	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. The Math Department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on campus. The English Department has also reworked schedules to include corequisite ENG 011 classes that occur on the same days as the seated portions of ENG 111 sections to help reduce the number of days a student is required to be on-campus. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, and HIS classes to better meet the needs of students. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE. **The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:** • Tonia Broome (MAT-152)

	Explanation
	• Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) **The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters** • Ginger Black • Michele Domenech • Katie Jordan • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert **The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters** • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Katie Jordan • Dr. Patricia Williams **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie DeKerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR)

	Explanation
	• Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC) • Jodi Valencic-Zieverink (IYOC)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, and high withdrawal rate courses within the program?	Currently, courses with low enrollments within A&S: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. Courses with Low Success Rates • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG 002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 Courses with High Withdrawal Rates • The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS

	Explanation
	112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation cycle were 88-89%. Overall, student feedback for the program is positive. During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of

	Explanation
	their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A10100 Associate in Arts	**A10100**	54%	74%
P1012C Associate in Arts Pathway	**P1012C**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	**Program Retention A10100** • Fall 2019 to Fall 2020 48% • Fall 2020 to Fall 2021 65% • Fall 2021 to Fall 2022 48% • Fall 2022 to Fall 2023 54% • Fall 2023 to Fall 2024 74% Retention of new students in the AA program increased twenty percentage points from Fall 2023 to Fall 2024. **Program Retention P1012C** • Fall 2019 to Fall 2020 17% • Fall 2020 to Fall 2021 52% • Fall 2021 to Fall 2022 50% • Fall 2022 to Fall 2023 DNA • Fall 2023 to Fall 2024 DNA The Associate in Arts program experienced a significant increase in fall-to-fall retention rates. Since growth has occurred for the last two years, this may indicate a sustained trend in growth.

	Explanation
	The barriers to student progress for the P1012C involve the uniqueness of the high school population. The student's goal may be to take a course or two and not to progress through the pathway. The P1012C pathway is for 11th and 12th grade students only. If students enroll in the pathway in the fall of their senior year, they would no longer be in this pathway or perhaps at Gaston College during the following fall. This may result in a lower fall-to-fall retention rate for this population. One factor that may have resulted in growth during the 2023-2024 academic year is increased divisional emphasis on retention efforts through timely and consistent interventions initiated by instructors through the Watermark platform to keep students enrolled.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A10100 Associate in Arts	**A10100**	77	57	156	290
P1012C Associate in Arts Pathway	**P1012C**	0	0	0	0
	Grand Total	**77**	**57**	**156**	**290**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A10100 Associate in Arts	**A10100**	245	212	234	290
P1012C Associate in Arts Pathway	**P1012C**	0	0	0	0
	Grand Total	**245**	**212**	**234**	**290**

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed.	**A10100** Headcount – 1072 Awards – 290 Awards at the Highest Level – 290 Awards to Headcount Ratio – 27% **P1012C** Headcount – 1860

	Explanation
What strategies have been and/or will be implemented to improve time to degree completion?	Awards – 0 Awards at the Highest Level – 0 Awards to Headcount Ratio – 0% Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in A10100 and P1012C have diversified goals for attending; completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is dedicated advising for Arts and Sciences so students have one-on-one advising to help keep them on track within their pathway. In addition, the Watermark student retention system is a tool the Division of Arts and Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division.

SECTION III: CONNECTION

	Explanation
Community: How valuable is this program to the community? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Part of the value of the Associate in Arts program is that every student who graduates with an AA degree and then lives and works in the community is better equipped to think critically, communicate effectively through various means, identify and solve problems, and lead successfully because of the training they received at Gaston College. In that way, this program is impacting the Gaston College service area both in the present and potentially in the future. The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions

	Explanation
	in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several private institutions offer specific scholarship opportunities to Gaston College transfer students. College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students, in the GC service area of Gaston and Lincoln counties, to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), and ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the community.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Arts and Sciences Division effectively promotes the following unique qualities of the college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like football games and participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAG) Co-Admission Programs and Baccalaureate

	Explanation
	Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering, or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill. The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during the 2023-2024 school year.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Associate in Arts (10100)	637.33	542.72	528.24	534.45	553.78
College Transfer Pathway Leading to an Associate in Arts (1012C)	257.13	353.94	480.22	608.94	737.97

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	**FTE Count A10100** • 2019-2020 637.3 • 2020-2021 542.72 • 2021-2022 528.24 • 2022-2023 534.45 • 2023-2024 553.78 There was an increase in FTE of 19 FTE from 2022-2023 to 2023-2024, which represents the highest total since 2021. **FTE Count P1012C** • 2019-2020 257.1 • 2020-2021 353.94 • 2021-2022 480.22 • 2022-2023 608.94 • 2023-2024 737.97 There was an increase in FTE of 129 from 2022-2023 to 2023-2024.

	Explanation
	The FTE increased for the A10100 program and increased to the highest point in the history of the P1012C program. The programs remain in high demand, especially among the high school population. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. The Transfer Advisory Committee meets annually with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and they must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2023-2024, the Gaston College Study Abroad program traveled to Ireland and

	Explanation
	Switzerland. Students who complete the program receive special recognition on their Gaston College transcripts and receive a certificate of completion from UNC Chapel Hill. College Now, a program offered at Gaston College, is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fairs, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

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

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Associate Deans: Beth McCall, Patricia Williams, Chris Ziemba-Tolbert
Program Code(s)/Name(s): Associate in Arts in Teacher Preparation/Associate in Science in Teacher Preparation
List all degrees, diplomas, and certificate or other recognitions offer in the program:

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

SECTION I: EXECUTIVE SUMMARY

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

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

Admission to College of Education programs is competitive and admission is not guaranteed. To be eligible for the transfer of credits under the AATP/ASTP Uniform Articulation Agreements, community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.7 on a 4.0 scale. In addition to completing their primary general education courses required for AA and AS pathways, student in the AATP and ASTP programs are required to complete EDU 187, 216, 250, and 279.

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

The Arts and Sciences Division Office (Dean and Associate Deans) serve as the primary program review team for this degree program. This group meets weekly depending upon the current needs and activities of the division. Additionally, an external Transfer Advisory Committee meets annually to review curricula, transfer issues, and other topics. This committee is composed of representatives of four-year institutions where Gaston College students may transfer.

Strengths: What are we doing well?
Areas for Improvement: What can we do to better serve our students?
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The following action items from the 2022-2023 program review cycle were addressed.

Two of the NCCCS critical success measures directly impacted by student success in the Associate in Arts program saw improvement in the NCCCS 2024 Performance Measures for Student Success Report. Relating to the NCCCS second performance measure, Credit English Success, the gateway course of ENG 111 saw improvement from 0.920 in the 2023 report, which put Gaston College in the Baseline category, to 1.039 in the 2024 report, moving Gaston College to the Average Band Minimum category. Relating to the seventh performance measure, Transfer Performance, Gaston College moved from 0.994 (Average Band Minimum) to 1.012 (Average Band Maximum). Relating to the NCCCS third performance measure, College Level Math Success Rates, Gaston College performance decreased from the prior year. During the year, the MAT department formed a committee, Student Success Rate of College Level Math Team, that identified students who needed MAT 100+. These students were contacted and found to either have already completed their program of study, had left the college, or the information in the system was not updated to reflect the math that was needed. This process seemed to confuse the students and the faculty that were making the contacts. For the future, academic advisors need to strongly encourage students to enroll in a MAT 100+ course early in their time at Gaston College to further assist these students in completing College Level Math. The college has stayed in the same NCCCS band width of less than the college average but above the baseline.

Because demand for online classes occurs for all disciplines within the Associate in Arts program, continuing efforts have been made since the last program review to implement strategies to improve online learning and teaching. These efforts include divisional leadership presenting multiple workshops for specific departments, as well as for all faculty in the division.
In addition, several resources and guides for faculty in the Division of Arts and Sciences were created that focused on Regular Substantive Interaction (RSI), such as 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. Divisional leadership also worked one-on-one with specific faculty who sought out individualized assistance throughout the year to address specific issues related to online instruction.

To develop, implement and promote the Gaston College Honors Program, an Honors Committee was created in Summer 2023, which met regularly through Fall 2023 and Spring 2024 to

- articulate a rationale for a revamped GC honors program and communicate that to the GC President's Council for approval,
- review and research honors programs at other community colleges in the NCCCS,
- determine honors program admission requirements,
- consider and determine program pathways to include one tailored for students who intend to transfer to four-year institutions and one for students who intend to graduate and enter the workforce,
- consider and determine requirements for each of the two pathways,

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- identify grant opportunities and apply for an ITYC-NSF IUSE grant,
- create both mission and vision statements,
- survey faculty, evaluate survey responses and generate strategies and incentives to encourage more instructors to offer honors options,
- and develop honors program handbooks for both faculty and students.

Promoting transfer opportunities, the purpose of the Transfer Admission Guarantees (TAG) Co-Admission Program, occurred both on-campus and off.

- **On-campus** outreaches included an engaging bulletin board in a high traffic area of Robinson Classroom Building, the building where most classes related to the Associate in Arts program are held; a table at the GC Student Success Expo; information shared at the Gaston College Educators Breakfast; information included in the GC Leadership Gaston Scavenger Hunt; Fall Transfer Fair; College Now training event; SPARC – C3 interest meeting; GC Open House event; personal contact with SPARC-C3 students; Early College High School TAG Co-Admission event; SGA Spring 2024 welcome event; GECHS TAG Talk; Lincoln County HS 10th grade visit to GC; Rhino Roadmap information; GC Spring Transfer Fair; 49er Next Meeting; GC Spring Fest; and Senior Night.

- **Off-campus** TAG efforts included maintaining an information-rich website; Zoom meetings with a partner high school's counselor and partner private university to review and discuss aspects of the TAG program; information tables at area high school football games; presentation at a Lincoln County Teacher Cadet event; and campus visits to a local private college.

To meet the demands of higher enrollment and open faculty positions due to previous retirements/resignations, pressing needs for more English, Communications, and Mathematics faculty have been addressed with the addition of two full-time English instructors, one full-time Communications instructor, and one full-time Mathematics instructor.

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

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

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as the Developmental Education Alignment Project, Gaston College Study Abroad, Writing Center, Learning Center, MASC Center, Transfer Advising Center, Psi Beta, Gamma Beta Phi, Completion by Design, Achieving the Dream, NC College Transfer Program Association, STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC), Inquiry-Based Learning methods, and North Carolina Guided Pathways to Success (NC-GPS).

Many A&S faculty have received specialized professional development related to conducting high quality online courses in the form of online course audits, Blackboard and Accessibility Training (BaAT), Quality Matters Courses (QM), and Association of College and University Educators (ACUE).

Since the last assessment cycle, recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) Co-Admission Programs have been implemented. TAG programs offer transfer students guaranteed admission to select university partners. Divisional leaders have focused on marketing efforts for these important agreements through campus events like the Student Success Expo and collaborating with the GC Marketing and Communications Department to publicize the TAG program through GC's social media.

Areas for Improvement:
The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improve seamless transfer to senior institutions, and reduce course withdrawal rates.

Needs:

- Rauch Science Building continues to be in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse attached to Rauch continue to need repairs as it needs to be used for labs and resources.
- Arts and Sciences leadership will provide training for our faculty for the LMS upgrades and implementations.
- As Arts and Sciences continues to expand Lincoln Campus course offerings, leadership will assess, review, and monitor the classrooms to see if they meet student needs.
- Arts and Sciences has a critical need to hire more faculty in a variety of disciplines to meet the increasing number of course sections. This will allow us to provide more sections and times when courses could be offered to meet students' needs.

Strengths: What are we doing well?
Areas for Improvement: What can we do to better serve our students?
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- Students in the Teacher Prep programs need to be placed in local schools to satisfy course requirements. As enrollment continues to grow in these programs, the Arts and Sciences division needs a new placement procedure and also needs to acquire agreements from local school districts.

Actions:

Continue to improve the North Carolina Community College System Critical Success measures for student success rate in curriculum English

1. Meet the North Carolina Community College System Critical Success measure for curriculum Math
2. Implement strategies to improve online learning and teaching, including LMS transition to Blackboard Ultra.
3. Continue to expand the Honors Program and Transfer Admission Guarantee programs.
4. Implement strategies to improve the student placement process.
5. Apply for grants to assist with supporting the Honors Program, Student Success initiatives, development of an online teaching and learning center, consortium with area community colleges and four-year institutions, and new SPARC offerings.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A1010T	P1012T	A1040T	P1042T
American Indian/Alaska Native	0	0	0	0
Asian	1	0	0	0
Black	8	1	0	1
Hispanic	8	1	0	1
Non-U.S. Resident	0	0	0	0
Two or More Races	6	2	0	2
Unknown	12	18	1	18
White	41	11	9	11
Grand Total	**76**	**33**	**11**	**33**

Entry – Program Enrollment

	Explanation/Narrative
<u>Enrollment Analysis</u>: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	A comparison of the enrollment data from 2022-2023 to 2023-2024 indicates that enrollment is experiencing healthy growth in the Teacher Prep programs and pathways. The number of individuals enrolled grew from 96 in 2022-23 to 153 in 2023-2024, which indicates an 59.3% percent increase. Enrollment among CCP students was even more robust, with a growth from 18 in 2022-23 to 36 in 2023-24. Both Full-Time and Part-Time pathways are updated and/or reviewed yearly. Like neighboring institutions CPCC, CVCC, and CCC, Gaston College's Associate in Arts program requires 60 semester hours of approved college transfer courses with a grade of C or better in each course. Like those colleges, the AA degree emphasizes competence in reading, writing, oral communication, fundamental mathematical skills, critical thinking skills and basic computer use. Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings.
<u>Enrollment Analysis</u>: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for **A1010T/P1012T & A1040T/P1042T** at other institutions in our neighboring counties.	The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC. **Discuss program efforts (past or present) to address possible opportunities of enrollment growth.** • **Associate in Arts (including A1010T/P1012T)**

- **Associate in Arts (including A1010T/P1012T)**
- **Associate in Science (including A1040T/P1042T)**

Key Question: Why are students in Lincoln and Gaston counties not enrolling in the **Associate in Arts in Teacher Preparation/Associate in Science in Teacher Preparation and their Pathways** at GC? Identify strategies for enrollment growth.

When reviewing **Spring 2024** student enrollment numbers of new & returning students, review the number of students enrolled at a neighboring institution that resides our service area (Gaston & Lincoln counties), and determine if the program has effectively marketed the **Associate in Arts in Teacher Preparation/ Associate in Science in Teacher Preparation and their Pathways** in students in and around our service area counties.

A10100 (including A1010T)	# of Students	Students From Gaston	Students From Lincoln
Cleveland CC	415	17	5
CVCC	1,025	8	36
CPCC	5,444	93	36

P1012C (including P1012T)	# of Students	Students From Gaston	Students From Lincoln
Cleveland CC	437	15	9
CVCC	844	2	26
CPCC	1,672	17	1

Associate in Science (including A1040T/P1042T)

A10400 (Including A1040T)	# of Students	Students From Gaston	Students From Lincoln
Cleveland CC	106	3	2
CVCC	201	2	36
CPCC	790	17	4

P1042C (including P1042T)	# of Students	Students From Gaston	Students From Lincoln
Cleveland CC	69	2	0
CVCC	41	1	1
CPCC	800	7	1

Explanation/Narrative

Demographics A10100 during 2023-2024 Academic Year

Percent Female 56%

Percent Male 44%
Percent White 32%
Percent Non-White 14%
Percent Unknown 51%

Compared to the college-wide population, the AA program has a greater number of male students (44% vs. 36% college-wide) and a lesser number of female students (56% vs. 64% college-wide). However, the trend of having more female students than male is consistent with college demographics. During the 2023-2024 academic year, more white than non-white students were enrolled in the AA degree program.

The Arts and Sciences Division provides academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center.

Cleveland CC had 415 (new and recurring students for Spring 2024); however, 5 students from Lincoln & 17 from Gaston, the GC service area, enrolled in the Associate in Art program at CCC. That number represents 5.3% of the total number of AA students at CCC.
5 + 17 = 22/Opportunity for program growth.

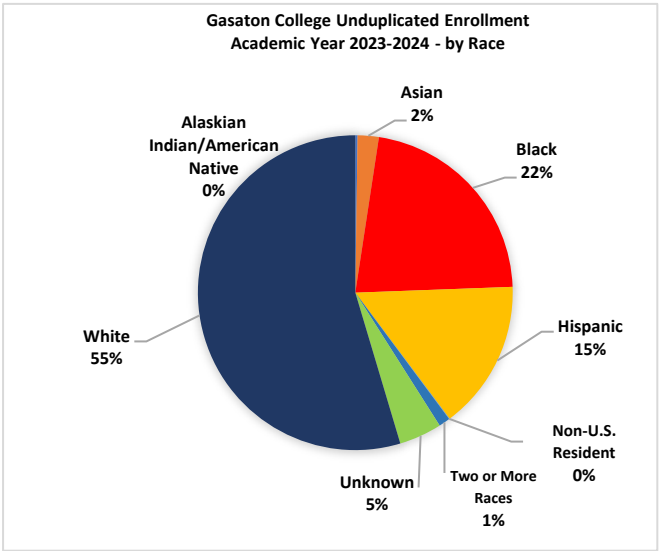
Catawba Valley CC had 1,025 (new and recurring students for Spring 2024); however, 36 students from Lincoln & 8 from Gaston, the GC service area, enrolled in the Associate in Art program at CVCC. That number represents 4.3 percent of the total number of AA students at CVCC.
8 + 36 = 44/Opportunity for program growth.

	Explanation/Narrative
	Central Piedmont CC had 5,444 (new and recurring students Spring 2024); however, 36 students from Lincoln & 93 from Gaston, the GC service area, enrolled in the Associate in Art program at CPCC. That number represents 2.4 percent of the total number of AA students at CPCC. 36 + 93 = 129/Opportunity for program growth. • **Associate in Science (including A1040T/P1042T)** **Program's enrollment growth action(s) and/or comment(s) below:** Demographics A10400 during 2023-2024 Academic Year Percent Female 60% Percent Male 40% Percent White 45% Percent Non-White 31% Percent Unknown 24% Compared to the college-wide population, the AS program has a greater number of female students (60% vs. 36% college-wide) and a lesser number of male students (40% vs. 64% college-wide). During the 2023-2024 academic year, more white than non-white students were enrolled in the AS degree program. Cleveland CC had 106 (new and recurring students for Spring 2024). 5 of those students were from Gaston and Lincoln Counties. That number represents 4.7% percent of the total number of AE students at CCC. The opportunity for program growth from CCC is 5 students. Catawba Valley CC had 201 (new and recurring students for Spring 2024); however, 36 students from Lincoln & 2 from Gaston, the GC service area, enrolled in the AS program at CVCC. That number represents 18.9% percent of the total number of AE students at CVCC. The opportunity for program growth from CVCC is 38 students.

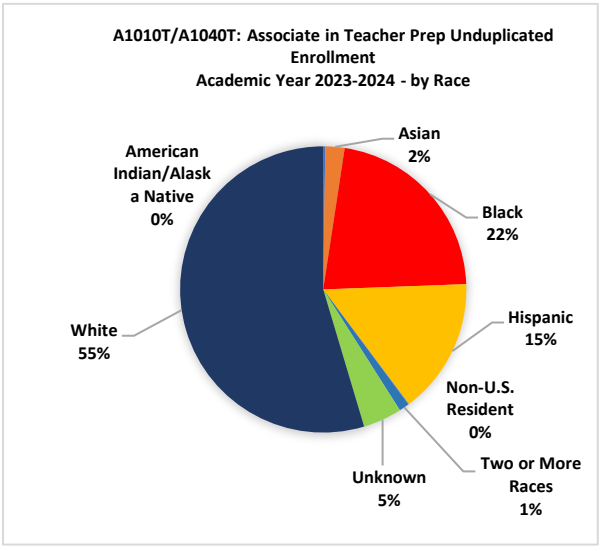
	Explanation/Narrative
	Central Piedmont CC had 790 (new and recurring students Spring 2024); however, 4 students from Lincoln & 17 from Gaston, the GC service area, enrolled in the AS program at CPCC. That number represents 2.6 percent of the total number of AS students at CPCC. The opportunity for program growth from CPCC is 21. **Program's enrollment growth action(s) and/or comment(s) below:** While the percentage of students from Gaston/Lincoln counties represents five percent or less of the total number of AA, AS, and our Teacher Prep Program students enrolled at neighboring institutions, these students indicate that Gaston College's AA and AS programs still has room to grow in attracting and retaining students from our service area. This may be done through increasing marketing efforts that make residents aware of the transferability of classes earned through the AA degree.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024

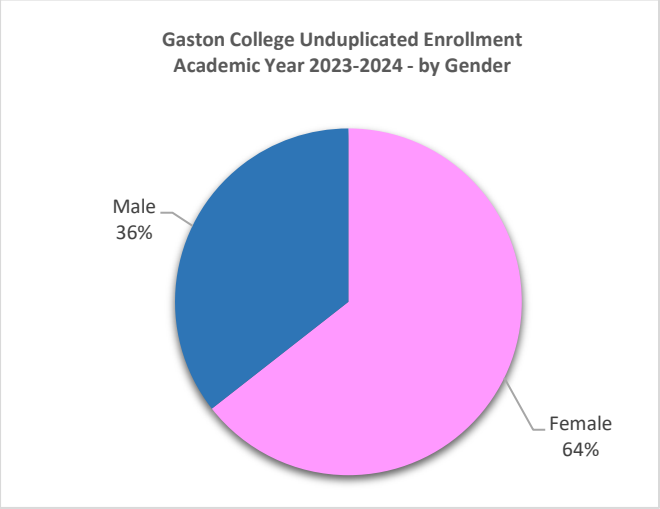
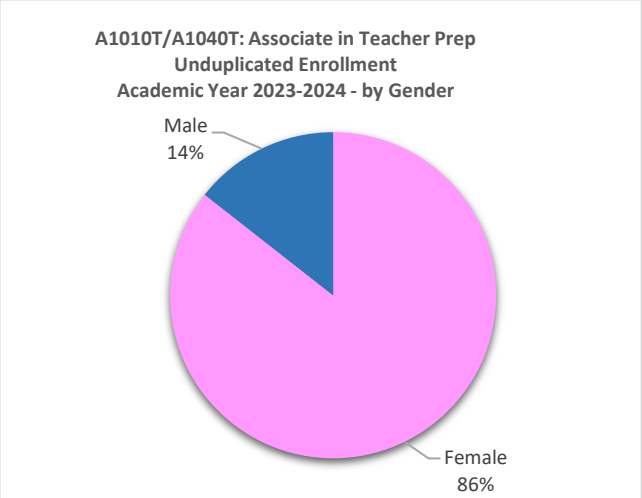


Program – Demographics 2023-2024



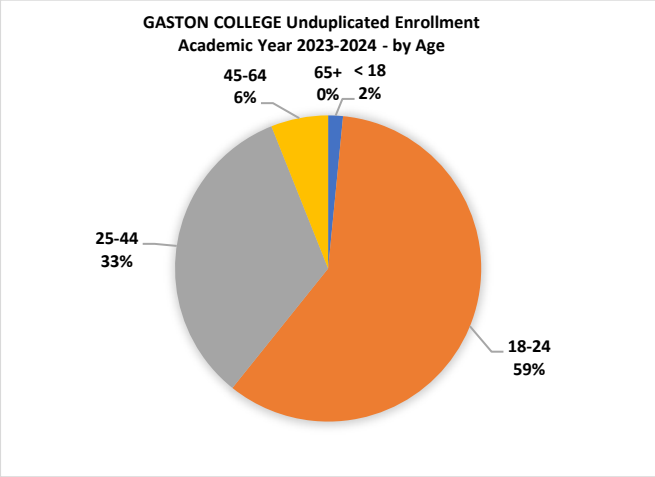
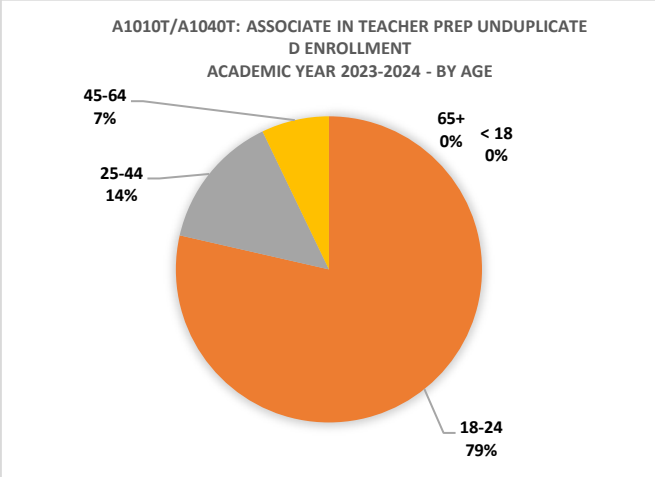
<u>Demographic Enrollment Analysis by Race/Ethnicity</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A1010T and A1040T during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22% Percent Hispanic 15% Percent Unknown 5% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15% Percent Unknown 5% Demographic enrollment in the Teach Prep programs parallel those of the wider college demographic data.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

<u>Demographic Enrollment Analysis by Gender</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A10100 during 2023-2024 Academic Year** Percent Female 86% Percent Male 14% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were significantly more female students in the Teacher Prep Programs than male. Interestingly, the percentage of men in the AA program is 22 points lower than the percentage in the college overall. This may reflect the trend that shows more females than males enroll in education programs nationwide. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a participant in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The demographics above indicate that enrollment based on age is similar for the Teacher Prep programs as for the college with the exception of the 18-24 age group and the 25-44 age groups. The largest group by far consists of traditional college students from 18-24 years old which represents 79% of the total of students enrolled in the teacher prep programs. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Progress: **Course and Grade Distributions Analysis**

	Explanation
Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year)	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A

	Explanation
How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility. Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%. Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. While there are several classes that have low enrollment, most classes have more than 10

	Explanation
	students per section. The courses with low enrollment are managed well by providing only one section of that course.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program's core course requirements or total credit hours have been reviewed or revised within the last two years. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the NCCCS's recommended options during the next assessment cycle. A significant number of AA classes are offered in area high schools. Instructors deliver the same content, with no changes in rigor or quality, in classes delivered on high school campuses. This is verified by internal audits regularly conducted by departmental leads, program chairs, and Distance Education personnel.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. The Math Department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on

	Explanation
	campus. The English Department has also reworked schedules to include corequisite ENG 011 classes that occur on the same days as the seated portions of ENG 111 sections to help reduce the number of days a student is required to be on-campus. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, and HIS classes to better meet the needs of students. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE. **The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:** • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) **The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters** • Ginger Black • Michele Domenech • Katie Jordan • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert

	Explanation
	The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Katie Jordan • Dr. Patricia Williams **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie DeKerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC) • Jodi Valencic-Zieverink (IYOC)
<u>Student Achievement</u>: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Currently, courses with low enrollments within A&S:

	Explanation
	• Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. Courses with Low Success Rates • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG 002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 Courses with High Withdrawal Rates • The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS 112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department

	Explanation
	leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and, in this evaluation, cycle were 88-89%. Overall, student feedback for the program is positive. During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A1010T Associate in Arts – Teacher Preparation	**A1010T**	35%	63%
P1012T Associate in Arts – Teacher Preparation Pathway	**P1012T**	DNA	DNA
A1040T Associate in Arts – Teacher Preparation	**A1040T**	DNA	DNA

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
P1042T Associate in Arts – Teacher Preparation Pathway	**P1042T**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	A1010T (P1012T, A1040T, and P1040T unavailable) • Fall 2019 to Fall 2020 = n/a o Fall 2021 to Spring 2022 = 80% • Fall 2021 to Fall 2022 = 50% o Fall 2022 to Spring 2023 64% • Fall 2022 to Fall 2023 = 35% o Fall 2023 to Spring 2024 =63% Retention of new students in the A1010T program remained steady from Fall 2023 to Fall 2024. This suggest a similar retention rate in the other teacher prep programs. In reviewing the data for our P1012T/P1042T pathways, no barrier appears to exist as there is 100% retention from the Fall to Spring term. Further data from future terms is needed to review all AATP/ASTP programs and pathways to make a better determination for any barriers. However, these pathways are for 11th and 12th grade students only. If students enroll in the pathway in the fall of their senior year, they would no longer be in this pathway or perhaps at Gaston College during the following fall. Therefore, based on the population of students enrolled in the pathway, we do not expect the Fall-to-Fall retention rate to be at the same rate in the future. One suggestion for improvement in this area would be to market to students during their senior year the benefits of staying at Gaston College to complete their AATP/ASTP degree program before going on to university. This marketing suggestion could be launched through a partnership with GC Marketing, College Now, and the Division of Arts and Sciences.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A1010T Associate in Arts – Teacher Preparation	**A1010T**	2	0	11	13
P1012T Associate in Arts – Teacher Preparation Pathway	**P1012T**	0	0	0	0
A1040T Associate in Science– Teacher Preparation	**A1040T**	0	0	1	1
P1042T Associate in Science – Teacher Preparation Pathway	**P1042T**	0	0	0	0
	Grand Total	**2**	**0**	**11**	**14**

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion?	Overall Headcount = 153 Awards = 14 Awards to Headcount Percentage = 9.1% Awards to headcount percentage was slightly lower compared with last year. This may reflect a higher number of first year students enrolling in the programs which suggests the Award to headcount percentage will be higher next year. Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in Teach Prep programs have diversified goals for attending; completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is dedicated advising for Arts and Sciences so students have one-on-one advising to help keep them on track within their pathway. In addition, the Watermark student retention system is a tool the Division of Arts and Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community?	
Community: How valuable is this program to the community? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Our Teacher Prep programs are extremely valuable to our communities. North Carolina as whole and both Gaston and Lincoln counties are experiencing teacher shortages. Teacher vacancy rates hover around 6.5% and a 11.5% attrition rates. Attrition rates are even more pronounced for beginning teachers. Our Teacher Prep programs are in place to help with these needs. Gaston College has a Teacher Academy at our Lincoln Campus. The goal is for HS student in Lincoln County to begin their career path in education while in high school and then return to Lincoln County to teach. Both Gaston and Lincoln County have policies in place to support teacher assistants in their path to obtaining bachelors degrees in education so they can become licensed teachers. Our teacher prep programs aid in this transition. Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several private institutions offer specific scholarship opportunities to Gaston College transfer students. College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students, in the GC service area of Gaston and Lincoln counties, to take tuition-free college classes. The Division of Arts and Sciences houses several

	Explanation
	dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), and ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the community.
<u>Uniqueness</u>: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	Arts and Sciences Division effectively promotes the following unique qualities of the college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like football games and participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAG) Co-Admission Programs and Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by

	Explanation
	the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering, or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill. The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during 2023-2024 school year.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
A1010T Associate in Arts – Teacher Preparation	DNA	DNA	DNA	DNA	DNA
College Transfer Pathway Leading to an Associate in Arts in Teacher Preparation (1012T)	DNA	DNA	0.75	6.09	14.75
A1040T Associate in Arts – Teacher Preparation	DNA	DNA	DNA	DNA	DNA
College Transfer Pathway Leading to an Associate in Science in Teacher Preparation (1042T)	DNA	DNA	0.44	0.25	2.91

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	There was an increase in FTEs for all areas from 2022-2023 to 2023-2024. FTE increased from 6.09 in 2022/23 to 14.75 in 2023/24 A1010T and from .25 FTE to 2.91 FTE for A1040T during the same time. The program remains in-demand for students as they prepare for admission to their teacher education program at the four-year institution. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return

	Explanation
	on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. The Transfer Advisory Committee meets annually with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and they must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2023-2024, the Gaston College Study Abroad program traveled to Ireland and Switzerland. Students who complete the program receive special recognition on their Gaston College transcripts and receive a certificate of completion from UNC Chapel Hill. College Now, a program offered at Gaston College, is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment

	Explanation
	program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fairs, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

Program Review - A10300 Associate in General Education

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Program Chair: Christine Ziemba-Tolbert
Program Code(s)/Name(s): Associate in General Education
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A10300 Associate in General Education**
- **A10300ST Associate in General Education-Pre-Surgical Technology**

SECTION I: EXECUTIVE SUMMARY

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

The Associate in General Education (AGE) curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development. Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided. Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities. This degree is not intended to prepare students for transfer to senior institutions; however, individual courses within the degree program may transfer. At Gaston College students are placed in the Associate in General Education (A10300) program for three main reasons. (1) Student who are seek admission to one of the Health and Human Services competitive programs, (2) students self-identify they only wish to obtain their Associate in General Education, or (3) they may have been enrolled in a different program of study and unfortunately do not meet the graduation requirements for that program of study but could graduate with an Associate in General Education degree.

The AGE curriculum program includes 15 semester hours of credit from general education curriculum courses, including six hours in communications, three hours in humanities/fine arts, three hours in social/behavioral sciences, and three hours in natural sciences or mathematics. An additional 49-50 semester credit hours are required from courses at the 110-199 or 210-299 level.
The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities.

The following action items from the 2022-2023 program review cycle were addressed.
Two of the NCCCS critical success measures directly impacted by student success in the Associate in General Education program saw improvement in the NCCCS 2024 Performance Measures for Student Success Report. Relating to the NCCCS second performance measure, Credit English Success, the gateway course of ENG 111 saw improvement from 0.920 in the 2023 report, which put Gaston College in the Baseline category, to 1.039 in the 2024 report, moving Gaston College to the Average Band Minimum category.

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

Relating to the seventh performance measure, Transfer Performance, Gaston College moved from 0.994 (Average Band Minimum) to 1.012 (Average Band Maximum). Relating to the NCCCS third performance measure, College Level Math Success Rates, Gaston College performance decreased from the prior year. During the year, the MAT department formed a committee, Student Success Rate of College Level Math Team, that identified students who needed MAT 100+. These students were contacted and found to either have already completed their program of study, had left the college, or the information in the system was not updated to reflect the math that was needed. This process seemed to confuse the students and the faculty that were making the contacts. For the future, academic advisors need to strongly encourage students to enroll in a MAT 100+ course early in their time at Gaston College to further assist these students in completing College Level Math. The college has stayed in the same NCCCS band width of less than the college average but above the baseline.

Because demand for online classes occurs for all disciplines within the Associate in General Education program, continuing efforts have been made since the last program review to implement strategies to improve online learning and teaching. These efforts include divisional leadership presenting multiple workshops for specific departments, as well as for all faculty in the division.
In addition, several resources and guides for faculty in the Division of Arts and Sciences were created that focused on Regular Substantive Interaction (RSI), such as 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. Divisional leadership also worked one-on-one with specific faculty who sought out individualized assistance throughout the year to address specific issues related to online instruction.

To develop, implement and promote the Gaston College Honors Program, an Honors Committee was created in Summer 2023, which met regularly through Fall 2023 and Spring 2024 to

- articulate a rationale for a revamped GC honors program and communicate that to the GC President's Council for approval,
- review and research honors programs at other community colleges in the NCCCS,
- determine honors program admission requirements,
- consider and determine program pathways to include one tailored for students who intend to transfer to four-year institutions and one for students who intend to graduate and enter the workforce,
- consider and determine requirements for each of the two pathways,
- identify grant opportunities and apply for an ITYC-NSF IUSE grant,
- create both mission and vision statements,
- survey faculty, evaluate survey responses and generate strategies and incentives to encourage more instructors to offer honors options,
- and develop honors program handbooks for both faculty and students.

Promoting transfer opportunities, the purpose on the Transfer Admission Guarantees (TAG) Co-Admission Program, occurred both on-campus and off.

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

- **On-campus** outreaches included an engaging bulletin board in a high traffic area of Robinson Classroom Building, the building where most classes related to the Associate in Arts program are held; a table at the GC Student Success Expo; information shared at the Gaston College Educators Breakfast; information included in the GC Leadership Gaston Scavenger Hunt; Fall Transfer Fair; College Now training event; SPARC – C3 interest meeting; GC Open House event; personal contact with SPARC-C3 students; Early College High School TAG Co-Admission event; SGA Spring 2024 welcome event; GECHS TAG Talk; Lincoln County HS 10th grade visit to GC; Rhino Roadmap information; GC Spring Transfer Fair; 49er Next Meeting; GC Spring Fest; and Senior Night.

- **Off-campus** TAG efforts included maintaining an information-rich website; Zoom meetings with a partner high school's counselor and partner private university to review and discuss aspects of the TAG program; information tables at area high school football games; presentation at a Lincoln County Teacher Cadet event; and campus visits to a local private college.

To meet the demands of higher enrollment and open faculty positions due to previous retirements/resignations, pressing needs for more English, Communications, and Mathematics faculty have been addressed with the addition of two full-time English instructors, one full-time Communications instructor, and one full-time Mathematics instructor.

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

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as the Developmental Education Alignment Project, Gaston College Study Abroad, Writing Center, Learning Center, MASC Center, Transfer Advising Center, Psi Beta, Gamma Beta Phi, Completion by Design, Achieving the Dream, NC College Transfer Program Association, STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC), Inquiry-Based Learning methods, and North Carolina Guided Pathways to Success (NC-GPS).

Many A&S faculty have received specialized professional development related to conducting high quality online courses in the form of online course audits, Blackboard and Accessibility Training (BaAT), Quality Matters Courses (QM), and Association of College and University Educators (ACUE).

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

Since the last assessment cycle, recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) Co-Admission Programs have been implemented. TAG programs offer transfer students guaranteed admission to select university partners. Divisional leaders have focused on marketing efforts for these important agreements through campus events like the Student Success Expo and collaborating with the GC Marketing and Communications Department to publicize the TAG program through GC's social media.

Areas for Improvement:
The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improve seamless transfer to senior institutions, and reduce course withdrawal rates

Needs:

- Rauch Science Building continues to be in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse attached to Rauch continue to need repairs as it needs to be used for labs and resources.
- Arts and Sciences leadership will provide training for our faculty for the LMS upgrades and implementations.
- As Arts and Sciences continues to expand Lincoln Campus course offerings, leadership will assess, review, and monitor the classrooms to see if they meet student needs.
- Arts and Sciences has a critical need to hire more faculty in a variety of disciplines to meet the increasing number of course sections. This will allow us to provide more sections and times when courses could be offered to meet students' needs.

Actions:

1. Continue to improve the North Carolina Community College System Critical Success measures for student success rate in curriculum English.
2. Meet the North Carolina Community College System Critical Success measure for curriculum Math
3. Implement strategies to improve online learning and teaching, including LMS transition to Blackboard Ultra.
4. Continue to expand the Honors Program and Transfer Admission Guarantee programs.
5. Apply for grants to assist with supporting the Honors Program, Student Success initiatives, development of an online teaching and learning center, consortium with area community colleges and four-year institutions, and new SPARC offerings.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A10300	A10300ST
American Indian/Alaska Native	3	0
Asian	3	0
Black	125	0
Hispanic	72	0
Native Hawaiian/Other Pacific Islander	1	0
Non-U.S. Resident	2	0
Two or More Races	13	0
Unknown	58	0
White	190	1
Grand Total	**468**	**1**

Entry – Program Enrollment

	Explanation/Narrative
<u>Enrollment Analysis</u>: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	According to the program enrollment data shared above compared to that for the 2022 – 2023 Academic Year, the enrollment for this program is growing. • 2022 – 2023 = 234 • 2023 – 2024 = 468 No changes have been made to the pathway. Like neighboring institutions CPCC, CVCC, and CCC, Gaston College's Associate in General Education program requires 60 semester hours with a grade of D or better in each course. Like those colleges, the AGE degree emphasizes competence in reading, writing, oral communication, fundamental mathematical skills, critical thinking skills and basic computer use. The AGE curriculum program includes 15 semester hours of credit from general education curriculum courses,

	Explanation/Narrative
	including six hours in communications, three hours in humanities/fine arts, three hours in social/behavioral sciences, and three hours in natural sciences or mathematics. An additional 49-50 semester credit hours are required from courses at the 110-199 or 210-299 level. Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings. • All courses within the Associate of Arts degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. • Foundational requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. • Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. • Improving course offerings is an important goal within the Arts and Sciences. • To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. • Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created Hyflex course offerings in English and has added online and online-synchronous options of prerequisite

<table>
<tr><th></th><th>Explanation/Narrative</th></tr>
<tr><td></td><td>and co-requisite classes in Math and English to better serve the needs of students.</td></tr>
<tr><td><u>Enrollment Analysis</u>:

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

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

New Question: Review program enrollment for A10300 at other institutions in our neighboring counties.

When reviewing Spring 2024 student enrollment numbers of new & returning students, review the number of students enrolled at a neighboring institution that resides our service area (Gaston & Lincoln counties), and determine if the program has effectively marketed the Associate in General Education in students in and around our service area counties.

Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Associate in General Education including Associate in General Education Nursing at GC? Identify strategies for enrollment growth.

The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.
Discuss program efforts (past or present) to address possible opportunities of enrollment growth.

Associate in General Education including General Education Nursing
The following data includes Associate in General Education (A10300) and Associate in General Education – Nursing (A1030N) students, which does not allow for a true comparison of students enrolled in the AGE program.
<table>
<tr><th>A10300 (including A1030N)</th><th># of Students</th><th>Students From Gaston</th><th>Students From Lincoln</th></tr>
<tr><td>Cleveland CC</td><td>282</td><td>48</td><td>11</td></tr>
<tr><td>CVCC</td><td>24</td><td>1</td><td>2</td></tr>
<tr><td>CPCC</td><td>0</td><td>0</td><td>0</td></tr>
</table>
</td><td>Demographics A10300 during 2023-2024 Academic Year
Percent Female: 84%
Percent Male: 16%
Percent White: 41%
Percent Non-White: 47%
Percent Unknown: 12%

Compared to the college-wide population, the AGE program has a fewer number of male students (16% vs. 36% college-wide) and a higher number of female students (84% vs. 64% college-wide). However, the trend of having more female students than male is consistent with college demographics. During the 2023-2024 academic year, more non-white than white students were enrolled in the AGE degree program.

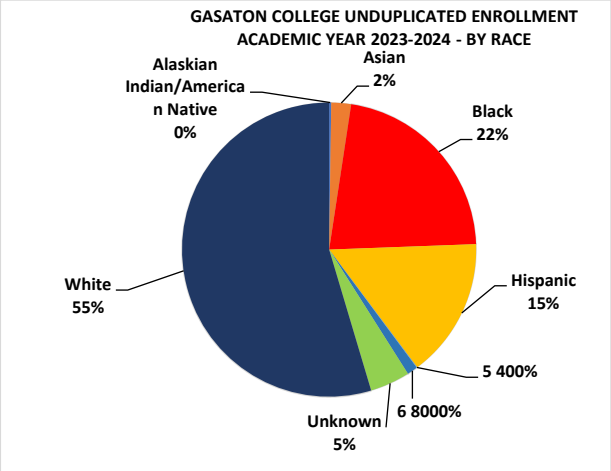
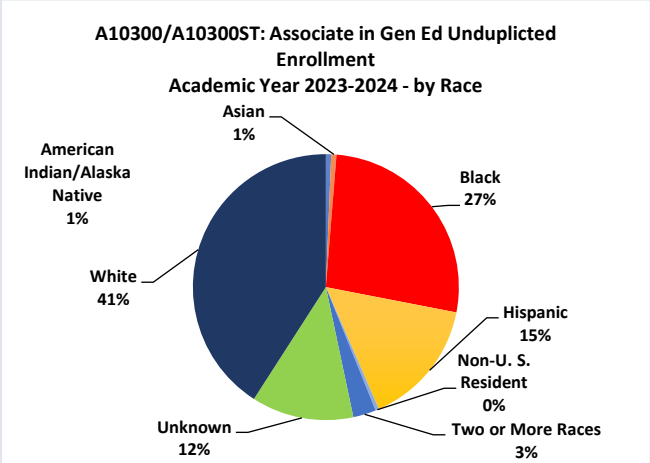
The Arts and Sciences Division provides academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center.

The following data and review includes Associate in General Education (A10300) and Associate in General Education – Nursing (A1030N) students, which does not allow for a true comparison of students enrolled in the AGE program.

Cleveland CC had 282 (new and recurring students for Spring 2024); however, 11 students from Lincoln & 48 from Gaston, the GC service area, enrolled in the Associate in General Education program at CCC. That number represents 20.9% of the total number of AGE and AGE-N students at CCC.
48 + 11 = 22/Opportunity for program growth.</td></tr>
</table>

	Explanation/Narrative
***CPCC had no students in the program after Spring 2022**.	Catawba Valley CC had 24 (new and recurring students for Spring 2024); however, 2 students from Lincoln & 1 from Gaston, the GC service area, enrolled in the Associate in General Education program at CVCC. That number represents 12.5 percent of the total number of AGE and AGE-N students at CVCC. 2 + 1 = 3/Opportunity for program growth. **Program's enrollment growth action(s) and/or comment(s) below:** Due to the data including AGE and AGE-N students, it is difficult to know how the specifics for the AGE program enrolled at the other institutions. While the percentage of students from Gaston/Lincoln counties represents just under 21% percent or less of the total number of AGE and AGE-N students enrolled at neighboring institutions, these students indicate that Gaston College's AGE and AGE-N program still has room to grow in attracting and retaining students from our service area. This may be done through increasing marketing efforts for the AGE and AGE-N program.

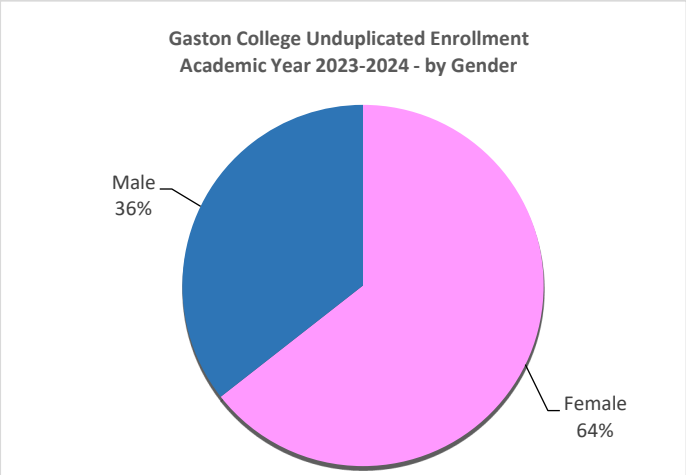
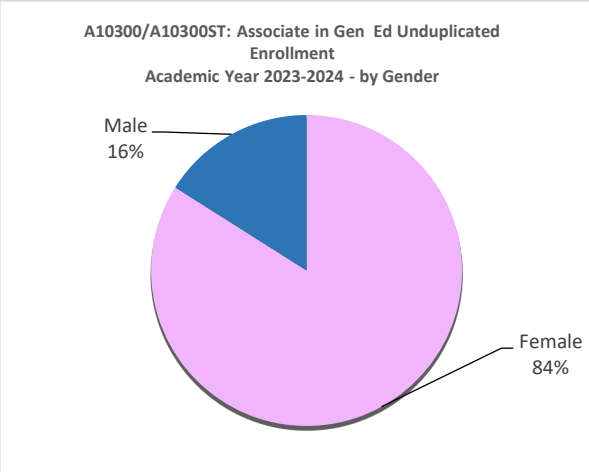
Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A10300 during 2023-2024 Academic Year** Percent White: 41% Percent Asian: 1% Percent Black: 27 % Percent Hispanic: 15% Percent Unknown: 12% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15% Percent Unknown 5% Pronounced differences exist between several of the Race/Ethnicity categories at the program vs. college level. Some of these differences may be traced to the fact that younger generations are not self-identifying their ethnicity by choice. There are 12% identifying as unknown ethnicity. However, there is a higher percentage of Black students enrolled in the AGE program compared to the college enrollment (27% vs 22%) and less students identified as White in

	the program compared to the college enrollment (41% vs 55%).

Demographic Enrollment Analysis by Gender:

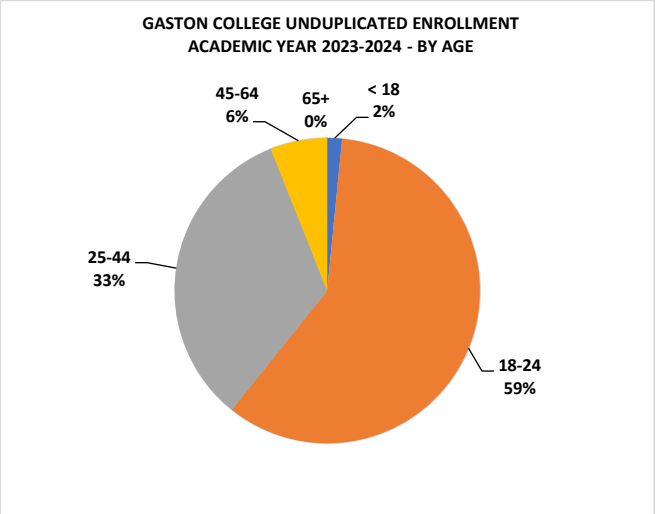
College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A10300 during 2023-2024 Academic Year** Percent Female: 84% Percent Male: 16% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were more female students in the A10300 programs than male, which was consistent with the College demographics. Interestingly, the percentage of men in the AGE program is twenty points lower than the percentage in the college overall. Due to how the college places students in the AGE program for those waiting to be accepted to competitive Health and Human Services programs, historically more females are in the Health and Human Services career field.

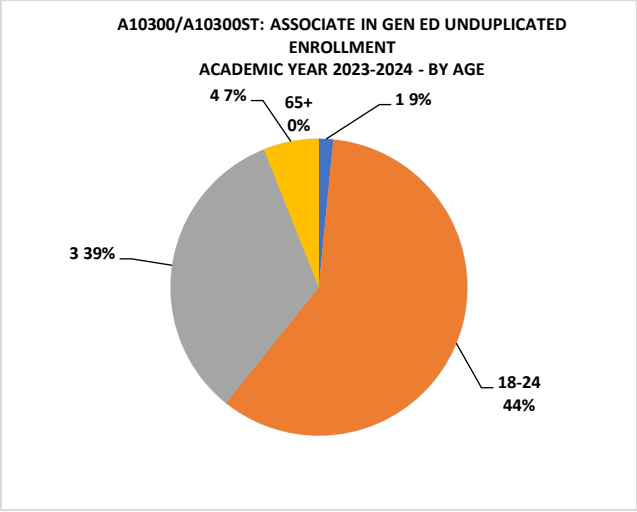
	Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a participant in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs, including the Associate in General Education, through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024



Program – Demographics 2023-2024



<u>Demographic Enrollment Analysis by Age</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The demographics above indicate that enrollment based on age for the Associate in General Education program is primarily 18 – 24 years old (44%) and 25 – 44-year-old (39%). The largest age range is 18-24-year-old which is comparable to the college's even though the percentage is not as high. Also, there is a higher percentage of 25 – 44-year old enrolled in the program than the college. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.

	Explanation
	Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%. Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. While there are several classes that have low enrollment, most classes have more than 10 students per section. The courses with low enrollment are managed well by providing only one section of that course.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program's core course requirements or total credit hours have been reviewed or revised within the last two years, without any changes. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the NCCCS's recommended options during the next assessment cycle.

	Explanation
	In addition, there will be a new Associate in Applied Science in Health Sciences program beginning Fall 2025, which will impact enrollment in the AGE and AGE-N programs. Any students who is seeking admission to a Health and Human Services competitive program will be enrolled in the AAS-Health Sciences program and not an AGE or AGE-N pathway. Enrollment for the AGE and AGE-N programs will drop significantly when this new program is implemented. There is not a Career and College Pathway (CCP) for the AGE program at this time.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. The Math Department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on campus. The English Department has also reworked schedules to include corequisite ENG 011 classes that occur on the same days as the seated portions of ENG 111 sections to help reduce the number of days a student is required to be on-campus. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, and HIS classes to better meet the needs of students. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving

	Explanation
	instruction in other professional development opportunities, such as QM and ACUE. **The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:** • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) **The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters** • Ginger Black • Michele Domenech • Katie Jordan • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert **The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters** • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Katie Jordan • Dr. Patricia Williams **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC)

	Explanation
	• Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie DeKerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC) • Jodi Valencic-Zieverink (IYOC)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Currently, courses with low enrollments within A&S: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. Courses with Low Success Rates • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG 002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 Courses with High Withdrawal Rates

	Explanation
	• The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS 112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225. • The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation cycle were 88-89%. Overall, student feedback for the program is positive. During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to

	Explanation
	add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
Associate in General Education (A10300)	**A10300**	25%	60%

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	**Program Retention A10300** • Fall 2020 to Fall 2021: 19% • Fall 2021 to Fall 2022: 16% • Fall 2022 to Fall 2023: 25% Retention of new students in the AGE program increased by nine percentage points from Fall 2022 to Fall 2023. The Associate in General Education program experienced an increase in fall-to-fall retention rates. Due to the nature of how and why students are placed into the AGE program and when/if they are accepted to their competitive program of study this

	Explanation
	variable will continue to impact enrollment and retention for the program. Barriers to student progress: Since this program does not lead to specific career preparation and employment nor is designed for transfer to four-year institutions, students may choose to not complete this program as they may change to a specific career preparation program or transfer degree program that better aligns and prepares them for admission/entry. One factor that may have resulted in growth during the 2023-2024 academic year is increased divisional emphasis on retention efforts through timely and consistent interventions initiated by instructors through the Watermark platform to keep students enrolled.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
Associate in General Education (A10300)	**A10300**	4	14	23	41
	Grand Total	**4**	**14**	**23**	**41**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
Associate in General Education (A10300)	**A10300**	27	32	45	41
	Grand Total	27	32	45	**41**

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion?	**A10300** Headcount = 468 Awards = 41 Awards at the Highest Level – 41 Awards to Headcount Ratio – 8.7% Timely student completion has been a major objective for both the Division and the College.

	Explanation
	Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in A10300 have diversified goals for attending; completion of a credential is only one preference. Many students plan to obtain admission to a competitive program in the Health and Humans Services programs before fulfilling degree requirements. In addition, the Watermark student retention system is a tool the Division of Arts and Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community?	
Community: How valuable is this program to the community? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Part of the value of the Associate in General Education program is that every student who graduates with an AGE degree and then lives and works in the community is better equipped to think critically, communicate effectively through various means, identify and solve problems, and lead successfully because of the training they received at Gaston College. In that way, this program is impacting the Gaston College service area both in the present and potentially in the future. The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the community.
Uniqueness:	The Arts and Sciences Division effectively promotes the following unique qualities of the

	Explanation
What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like football games and participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAG) Co-Admission Programs and Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering, or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need.

	Explanation
	Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill. The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during the 2023-2024 school year.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Associate in General Education (A10300)	143.11	151	101.47	134.47	179.25

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	**FTE Count A10300** • 2019-2020 = 637.33 • 2020-2021 = 542.72 • 2021-2022 = 528.24 • 2022-2023 = 534.45 • 2023-2024 = 553.78 There was an increase in FTE of 19 FTE from 2022-2023 to 2023-2024, which represents the highest total since 2021. The FTE increased for the A10300 program. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. The Transfer Advisory Committee meets annually with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students.

	Explanation
	Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and they must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2023-2024, the Gaston College Study Abroad program traveled to Ireland and Switzerland. Students who complete the program receive special recognition on their Gaston College transcripts and receive a certificate of completion from UNC Chapel Hill. College Now, a program offered at Gaston College, is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fairs, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

Program Review - A1030N Associate in General Education Nursing

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Program Chair: Christine Ziemba-Tolbert
Program Code(s)/Name(s): Associate in General Education Nursing (A1030N)
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A1030N Associate in General Education Nursing**

SECTION I: EXECUTIVE SUMMARY

Strengths: What are we doing well? **Areas for Improvement: What can we do to better serve our students?** **Needs: What do we need from the institution? Include Personnel and Equipment Request** **Actions: What are our next steps? How will we make use of this program review for future improvement?**
The Associate in General Education (AGE) - Nursing degree is designed for students who wish to begin their study toward the Associate in Applied Science in Nursing (AAS-N) degree and a Bachelor's of Science in Nursing (BSN) based on the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) Articulation Agreement between the State Board of North Carolina (NC) Community Colleges and The University of North Carolina (UNC) Board of Governors. Students who complete their AAS-N (RN) and are seeking admission to a RN – BSN program at one of the UNC System institutions, can complete the Associate in General Education Nursing (A1030N) program of study to fulfill the four-year institution's general education requirements. It applies to all NC community colleges that operate associate degree nursing programs and to those eleven constituent institutions of The University of North Carolina that operate RN to BSN Programs (Appalachian State University, Fayetteville State University, East Carolina University, North Carolina Agricultural & Technical University, North Carolina Central University, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina University and Winston-Salem State University). The AGE - Nursing degree shall be granted for planned programs of study consisting of a minimum of 61 semester hours of approved college transfer courses with a grade of C or better in each course. At Gaston College students are placed in the Associate in General Education – Nursing (A1030N) program for two main reasons. (1) Student who are seek admission to one of the Health and Human Services competitive programs, or (2) students self-identify they only wish to obtain their Associate in General Education – Nursing. The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities. **The following action items from the 2022-2023 program review cycle were addressed.** Two of the NCCCS critical success measures directly impacted by student success in the Associate in General Education - Nursing program saw improvement in the NCCCS 2024 Performance Measures for Student Success Report. Relating to the NCCCS second performance measure, Credit English Success, the gateway course of ENG 111 saw improvement from 0.920 in the 2023 report, which put Gaston College in the Baseline category, to 1.039 in the 2024 report, moving Gaston College to the Average Band Minimum category. Relating to the seventh performance measure, Transfer Performance, Gaston College moved from 0.994 (Average Band Minimum) to 1.012 (Average Band Maximum). Relating to the NCCCS third

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performance measure, College Level Math Success Rates, Gaston College performance decreased from the prior year. During the year, the MAT department formed a committee, Student Success Rate of College Level Math Team, that identified students who needed MAT 100+. These students were contacted and found to either have already completed their program of study, had left the college, or the information in the system was not updated to reflect the math that was needed. This process seemed to confuse the students and the faculty that were making the contacts. For the future, academic advisors need to strongly encourage students to enroll in a MAT 100+ course early in their time at Gaston College to further assist these students in completing College Level Math. The college has stayed in the same NCCCS band width of less than the college average but above the baseline.

Because demand for online classes occurs for all disciplines within the Associate in General Education - Nursing program, continuing efforts have been made since the last program review to implement strategies to improve online learning and teaching. These efforts include divisional leadership presenting multiple workshops for specific departments, as well as for all faculty in the division.
In addition, several resources and guides for faculty in the Division of Arts and Sciences were created that focused on Regular Substantive Interaction (RSI), such as 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. Divisional leadership also worked one-on-one with specific faculty who sought out individualized assistance throughout the year to address specific issues related to online instruction.

To develop, implement and promote the Gaston College Honors Program, an Honors Committee was created in Summer 2023, which met regularly through Fall 2023 and Spring 2024 to

- articulate a rationale for a revamped GC honors program and communicate that to the GC President's Council for approval,
- review and research honors programs at other community colleges in the NCCCS,
- determine honors program admission requirements,
- consider and determine program pathways to include one tailored for students who intend to transfer to four-year institutions and one for students who intend to graduate and enter the workforce,
- consider and determine requirements for each of the two pathways,
- identify grant opportunities and apply for an ITYC-NSF IUSE grant,
- create both mission and vision statements,
- survey faculty, evaluate survey responses and generate strategies and incentives to encourage more instructors to offer honors options,
- and develop honors program handbooks for both faculty and students.

Promoting transfer opportunities, the purpose on the Transfer Admission Guarantees (TAG) Co-Admission Program, occurred both on-campus and off.

- **On-campus** outreaches included an engaging bulletin board in a high traffic area of Robinson Classroom Building, the building where most classes related to the Associate in Arts program are held; a table at the GC Student Success Expo; information shared at the Gaston College Educators

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Breakfast; information included in the GC Leadership Gaston Scavenger Hunt; Fall Transfer Fair; College Now training event; SPARC – C3 interest meeting; GC Open House event; personal contact with SPARC-C3 students; Early College High School TAG Co-Admission event; SGA Spring 2024 welcome event; GECHS TAG Talk; Lincoln County HS 10th grade visit to GC; Rhino Roadmap information; GC Spring Transfer Fair; 49er Next Meeting; GC Spring Fest; and Senior Night.

- **Off-campus** TAG efforts included maintaining an information-rich website; Zoom meetings with a partner high school's counselor and partner private university to review and discuss aspects of the TAG program; information tables at area high school football games; presentation at a Lincoln County Teacher Cadet event; and campus visits to a local private college.

To meet the demands of higher enrollment and open faculty positions due to previous retirements/resignations, pressing needs for more English, Communications, and Mathematics faculty have been addressed with the addition of two full-time English instructors, one full-time Communications instructor, and one full-time Mathematics instructor.

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

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as the Developmental Education Alignment Project, Gaston College Study Abroad, Writing Center, Learning Center, MASC Center, Transfer Advising Center, Psi Beta, Gamma Beta Phi, Completion by Design, Achieving the Dream, NC College Transfer Program Association, STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC), Inquiry-Based Learning methods, and North Carolina Guided Pathways to Success (NC-GPS).

Many A&S faculty have received specialized professional development related to conducting high quality online courses in the form of online course audits, Blackboard and Accessibility Training (BaAT), Quality Matters Courses (QM), and Association of College and University Educators (ACUE).

Since the last assessment cycle, recruiting efforts to enroll students in Transfer Admissions Guarantees (TAG) Co-Admission Programs have been implemented. TAG programs offer transfer students guaranteed admission to select university partners. Divisional leaders have focused on marketing efforts for these

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important agreements through campus events like the Student Success Expo and collaborating with the GC Marketing and Communications Department to publicize the TAG program through GC's social media.

Areas for Improvement:
The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improve seamless transfer to senior institutions, and reduce course withdrawal rates

Needs:

- Rauch Science Building continues to be in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse attached to Rauch continue to need repairs as it needs to be used for labs and resources.
- Arts and Sciences leadership will provide training for our faculty for the LMS upgrades and implementations.
- As Arts and Sciences continues to expand Lincoln Campus course offerings, leadership will assess, review, and monitor the classrooms to see if they meet student needs.
- Arts and Sciences has a critical need to hire more faculty in a variety of disciplines to meet the increasing number of course sections. This will allow us to provide more sections and times when courses could be offered to meet students' needs.

Actions:

1. Continue to improve the North Carolina Community College System Critical Success measures for student success rate in curriculum English.
2. Meet the North Carolina Community College System Critical Success measure for curriculum Math
3. Implement strategies to improve online learning and teaching, including LMS transition to Blackboard Ultra.
4. Continue to expand the Honors Program and Transfer Admission Guarantee programs.
5. Apply for grants to assist with supporting the Honors Program, Student Success initiatives, development of an online teaching and learning center, consortium with area community colleges and four-year institutions, and new SPARC offerings.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A1030N
American Indian/Alaska Native	0
Asian	12
Black	238
Hispanic	72
Non-U.S. Resident	12
Two or More Races	23
Unknown	164
White	264
Grand Total	**785**

Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	According to the program enrollment data shared above compared to that for the 2022 – 2023 Academic Year, the enrollment for this program is growing. • 2022 – 2023 = 692 • 2023 – 2024 = 785 No changes have been made to the pathway. Like neighboring institutions CPCC, CVCC, and CCC, Gaston College's Associate in General Education – Nursing (AGE-N) program requires 60 semester hours with a grade of C or better in each course. Like those colleges, the AGE-N degree emphasizes competence in reading, writing, oral communication, fundamental mathematical skills, critical thinking skills and basic computer use. The AGE-N curriculum program is designed to meet the general education requirements of the four-year institutions participating in the RN to BSN Uniform Articulation Agreement.

	Explanation/Narrative
	Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings. • All courses within the Associate of Arts degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. • Foundational requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. • Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. • Improving course offerings is an important goal within the Arts and Sciences. • To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. • Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created Hyflex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.
<u>Enrollment Analysis</u>: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.)	**Demographics A10300 during 2023-2024 Academic Year** Percent Female: 93% Percent Male: 7% Percent White: 34% Percent Non-White: 47% Percent Unknown: 21%

New Question: Review program enrollment for **A1030N** at other institutions in our neighboring counties.

Key Question: Why are students in Lincoln and Gaston counties not enrolling in the **Associate in General Education including Associate in General Education Nursing** at GC? Identify strategies for enrollment growth.

When reviewing **Spring 2024** student enrollment numbers of new & returning students, review the number of students enrolled at a neighboring institution that resides our service area (Gaston & Lincoln counties), and determine if the program has effectively marketed the **Associate in General Education Nursing** in students in and around our service area counties.
The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Discuss program efforts (past or present) to address possible opportunities of enrollment growth.

Associate in General Education including General Education Nursing

The following data includes Associate in General Education (A10300) and Associate in General Education – Nursing (A1030N) students, which does not allow for a true comparison of students enrolled in the AGE program.

A10300 (including A1030N)	**# of Students**	**Students From Gaston**	**Students From Lincoln**
Cleveland CC	282	48	11
CVCC	24	1	2
CPCC	0	0	0

***CPCC had no students in the program after Spring 2022**.

Explanation/Narrative

Compared to the college-wide population, the AGE-N program has a fewer number of male students (7% vs. 36% college-wide) and a significantly higher number of female students (93% vs. 64% college-wide). However, the trend of having more female students than male is consistent with college demographics. During the 2023-2024 academic year, more Non-White than White students were enrolled in the AGE-N degree program.

The Arts and Sciences Division provides academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center.

The following data and review includes Associate in General Education (A10300) and Associate in General Education – Nursing (A1030N) students, which does not allow for a true comparison of students enrolled in the AGE program.

Cleveland CC had 282 (new and recurring students for Spring 2024); however, 11 students from Lincoln & 48 from Gaston, the GC service area, enrolled in the Associate in General Education program at CCC. That number represents 20.9% of the total number of AGE and AGE-N students at CCC.
48 + 11 = 22/Opportunity for program growth.

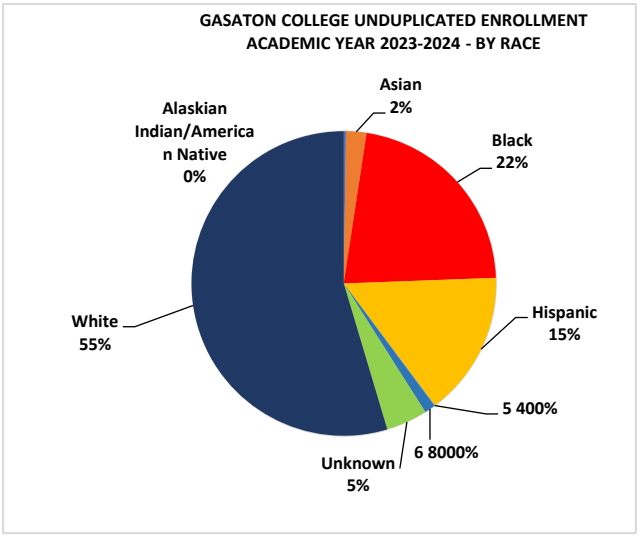
Catawba Valley CC had 24 (new and recurring students for Spring 2024); however, 2 students from Lincoln & 1 from Gaston, the GC service area, enrolled in the Associate in General Education program at CVCC. That number represents 12.5 percent of the total number of AGE and AGE-N students at CVCC.
2 + 1 = 3/Opportunity for program growth.

Program's enrollment growth action(s) and/or comment(s) below:

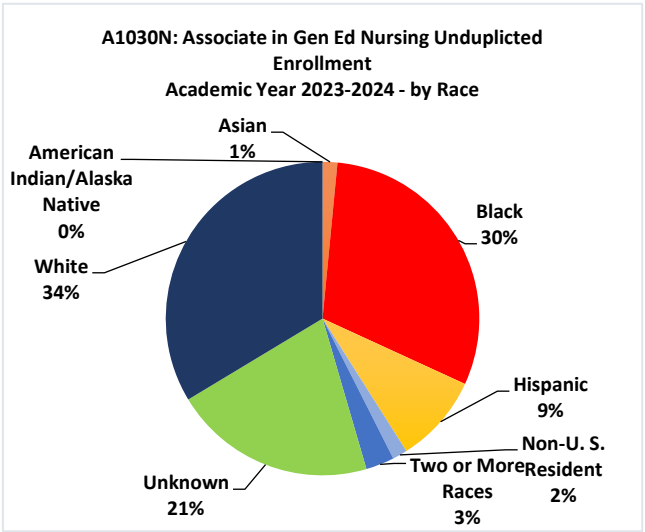
	Explanation/Narrative
	Due to the data including AGE and AGE-N students, it is difficult to know how the specifics for the AGE-N program enrolled at the other institutions. While the percentage of students from Gaston/Lincoln counties represents just under 21% percent or less of the total number of AGE and AGE-N students enrolled at neighboring institutions, these students indicate that Gaston College's AGE and AGE-N program still has room to grow in attracting and retaining students from our service area. This may be done through increasing marketing efforts for the AGE and AGE-N program.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024



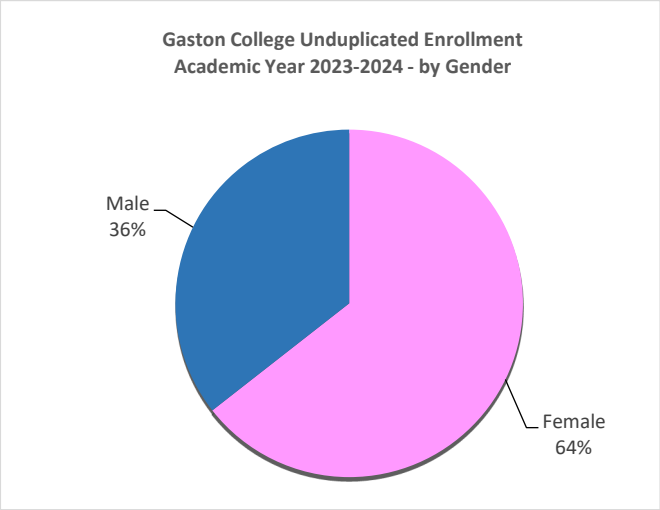
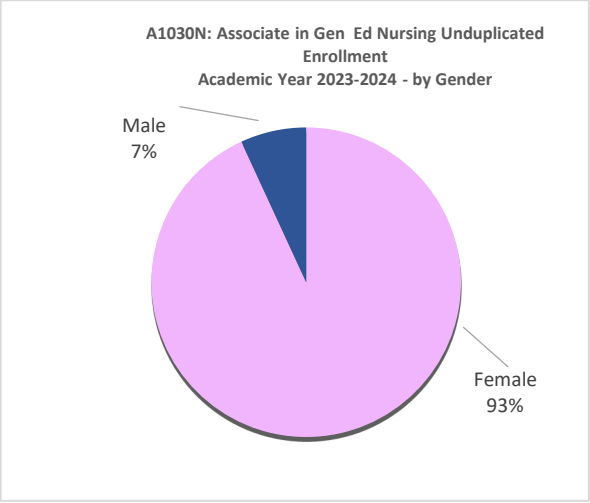
Program – Demographics 2023-2024



Demographic Enrollment Analysis by Race/Ethnicity:	**Demographics A10300 during 2023-2024 Academic Year**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example,	Percent White: 34% Percent Asian: 1% Percent Black: 30 % Percent Hispanic: 8%

explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Percent Unknown: 21% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15% Percent Unknown 5% Pronounced differences exist between several of the Race/Ethnicity categories at the program vs. college level. Some of these differences may be traced to the fact that current students are not self-identifying their ethnicity by choice. There are 21% identifying as unknown ethnicity. However, there is a higher percentage of Black students enrolled in the AGE program compared to the college enrollment (30% vs 22%), less students identified as White in the program compared to the college enrollment (34% vs 55%), and less students identified as Hispanic in the program compared to the college enrollment (8% vs 15%).

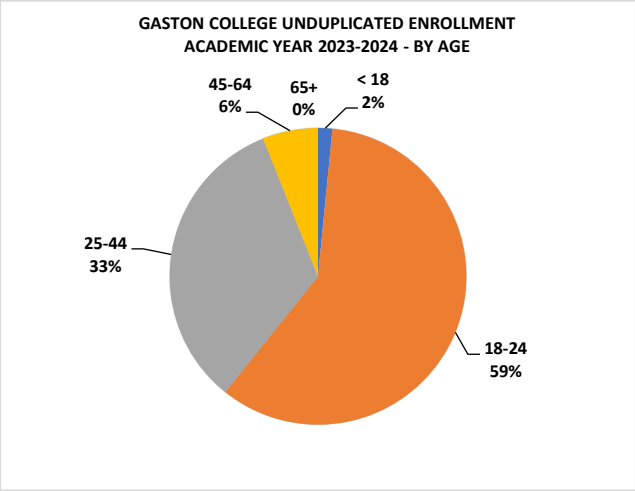
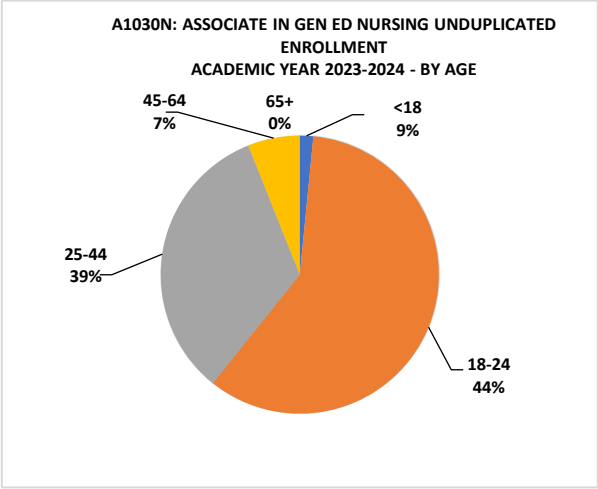
<u>Demographic Enrollment Analysis by Gender:</u>

College Wide – Demographics 2023-2024	**Program – Demographics 2023-2024**
	

<u>Demographic Enrollment Analysis by Gender</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A1030N during 2023-2024 Academic Year** Percent Female: 93% Percent Male: 7% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were more female students in the A1030N programs than male, which was consistent with the College demographics. Interestingly, the percentage of men in the AGE-N program is twenty-nine points lower than the percentage in the college overall. Due to how the college places students in the AGE-N program for those waiting to be accepted to competitive Health and Human Services programs, historically more females are in the Health and Human Services career field. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a participant in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs, including the Associate in General Education, through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC

	Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The demographics above indicate that enrollment based on age for the Associate in General Education – Nursing program is primarily 18 – 24 years old (44%) and 25 – 44 year old (39%). The largest age range is 18-24 year old which is comparable to the college's even though the percentage is not as high. Also, there is a higher percentage of 25 – 44 year old enrolled in the program than the college. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility. Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%. Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section.

	Explanation
	While there are several classes that have low enrollment, most classes have more than 10 students per section. The courses with low enrollment are managed well by providing only one section of that course.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program's core course requirements or total credit hours have been reviewed or revised within the last two years, without any changes. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the NCCCS's recommended options during the next assessment cycle. In addition, there will be a new Associate in Applied Science in Health Sciences program beginning Fall 2025, which will impact enrollment in the AGE and AGE-N programs. Any students who is seeking admission to a Health and Human Services competitive program will be enrolled in the AAS-Health Sciences program and not an AGE or AGE-N pathway. Enrollment for the AGE and AGE-N programs will drop significantly when this new program is implemented. There is not a Career and College Pathway (CCP) for the AGE-N program at this time.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs

	Explanation
	throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. The Math Department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on campus. The English Department has also reworked schedules to include corequisite ENG 011 classes that occur on the same days as the seated portions of ENG 111 sections to help reduce the number of days a student is required to be on-campus. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, and HIS classes to better meet the needs of students. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE. **The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:** • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) **The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters**

	Explanation
	• Ginger Black • Michele Domenech • Katie Jordan • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert **The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters** • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Katie Jordan • Dr. Patricia Williams **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie DeKerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR)

	Explanation
	• Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC) • Jodi Valencic-Zieverink (IYOC)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Currently, courses with low enrollments within A&S: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. Courses with Low Success Rates • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG 002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 Courses with High Withdrawal Rates • The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS 112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues.

	Explanation
	In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation cycle were 88-89%. Overall, student feedback for the program is positive. During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
Associate in General Education Nursing (A1030N)	**A1030N**	35%	63%

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	**Program Retention A1030N** • Fall 2020 to Fall 2021: 37% • Fall 2021 to Fall 2022: 22% • Fall 2022 to Fall 2023: 35% Retention of new students in the AGE-N program increased by thirteen percentage points from Fall 2022 to Fall 2023. The Associate in General Education-Nursing program experienced an increase in fall-to-fall retention rates. Due to the nature of how and why students are placed into the AGE-N program and when/if they are accepted to their competitive program of study this variable will continue to impact enrollment and retention for the program. Barriers to student progress: Since this program does not lead to specific career preparation and employment nor is designed for transfer to four-year institutions, students may choose to not complete this program as they may change to a specific career preparation program or transfer degree program that better aligns and prepares them for admission/entry. One factor that may have resulted in growth during the 2023-2024 academic year is increased divisional emphasis on retention efforts through timely and consistent interventions initiated by instructors through the Watermark platform to keep students enrolled.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
Associate in General Education Nursing (A1030N)	**A1030N**	2	0	4	6
	Grand Total	**2**	**0**	**4**	**6**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
Associate in General Education Nursing (A1030N)	**A1030N**	2	1	4	6
	Grand Total	2	1	4	**6**

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion?	**A1030N** Headcount = 785 Awards = 6 Awards at the Highest Level – 6 Awards to Headcount Ratio – 0.76% Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in A1030N have diversified goals for enrollment in the program and attending; completion of a credential is only one preference. Many students plan to obtain admission to a competitive program in the Health and Humans Services programs before fulfilling degree requirements. In addition, the Watermark student retention system is a tool the Division of Arts and Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community?	
<u>Community</u>: How valuable is this program to the community? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Part of the value of the Associate in General Education-Nursing program is that every student who graduates with an AGE-N degree and then lives and works in the community is better equipped to think critically, communicate effectively through various means, identify and solve problems, and lead successfully because of the training they received at Gaston College. In that way, this program is impacting the Gaston College service area both in the present and potentially in the future. The AGE-N degree only leads to employment in the local community or prosperity zone if the employment opportunity indicates 'associate degree completed' with no specifics on a particular area or program. This degree program is meant to prepare students who seek admission to the RN t0 BSN nursing program at our participating four-year institutions. The degree assists students who are seeking to gain further education or admission to a particular healthcare program/field of study at Gaston or another institution The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several private institutions offer specific scholarship opportunities to Gaston College transfer students. In addition, the Division of Arts and Sciences participates in several community outreach events

	Explanation
	throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the community.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Arts and Sciences Division effectively promotes the following unique qualities of the college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like football games and participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAG) Co-Admission Programs and Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of

	Explanation
	Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering, or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill. The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during the 2023-2024 school year.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

	19-20	20-21	21-22	22-23	23-24
Associate in General Education-Nursing (1030N)	407.55	364.2	303.81	297.31	353.38

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	**FTE Count A10300** • 2019-2020 = 637.33 • 2020-2021 = 542.72 • 2021-2022 = 528.24 • 2022-2023 = 534.45 • 2023-2024 = 553.78 There was an increase in FTE of 19 FTE from 2022-2023 to 2023-2024, which represents the highest total since 2021. The FTE increased for the A10300 program. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. The Transfer Advisory Committee meets annually with representatives from the main senior

	Explanation
	institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and they must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2023-2024, the Gaston College Study Abroad program traveled to Ireland and Switzerland. Students who complete the program receive special recognition on their Gaston College transcripts and receive a certificate of completion from UNC Chapel Hill. College Now, a program offered at Gaston College, is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fairs, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

Program Review - A10400 Associate in Science

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Associate Dean: Dr. Patricia Williams
Program Code(s)/Name(s): Associate in Science
List all degrees, diplomas, and certificate or other recognitions offer in the program:

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

SECTION I: EXECUTIVE SUMMARY

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

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

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

The Arts and Sciences Division Office (Dean and Associate Deans) serve as the primary program review team for this degree program. This group meets weekly depending upon the current needs and activities of the division. Additionally, an external Transfer Advisory Committee meets annually to review curricula, transfer issues, and other topics. This committee is composed of representatives of four-year institutions where Gaston College students may transfer.

Since the last program review, briefly discuss program strengths, areas of improvements, program needs, and program actions. If applicable, include program efforts to address recommendations from the last program review.

Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
Two of the NCCCS critical success measures directly impacted by student success in the Associate in Arts program saw improvement in the NCCCS 2024 Performance Measures for Student Success Report. Relating to the NCCCS second performance measure, Credit English Success, the gateway course of ENG 111 saw improvement from 0.920 in the 2023 report, which put Gaston College in the Baseline category, to 1.039 in the 2024 report, moving Gaston College to the Average Band Minimum category. Relating to the seventh performance measure, Transfer Performance, Gaston College moved from 0.994 (Average Band Minimum)

Strengths: What are we doing well?
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to 1.012 (Average Band Maximum). Relating to the NCCCS third performance measure, College Level Math Success Rates, Gaston College performance decreased from the prior year. During the year, the MAT department formed a committee, Student Success Rate of College Level Math Team, that identified students who needed MAT 100+. These students were contacted and found to either have already completed their program of study, had left the college, or the information in the system was not updated to reflect the math that was needed. This process seemed to confuse the students and the faculty that were making the contacts. For the future, academic advisors need to strongly encourage students to enroll in a MAT 100+ course early in their time at Gaston College to further assist these students in completing College Level Math. The college has stayed in the same NCCCS band width of less than the college average but above the baseline.

Implement strategies to improve online learning and teaching.
Because demand for online classes occurs for all disciplines within the Associate in Arts program, continuing efforts have been made since the last program review to implement strategies to improve online learning and teaching. These efforts include divisional leadership presenting multiple workshops for specific departments, as well as for all faculty in the division.
In addition, several resources and guides for faculty in the Division of Arts and Sciences were created that focused on Regular Substantive Interaction (RSI), such as 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. Divisional leadership also worked one-on-one with specific faculty who sought out individualized assistance throughout the year to address specific issues related to online instruction.

To develop, implement and promote the Gaston College Honors Program, an Honors Committee was created in Summer 2023, which met regularly through Fall 2023 and Spring 2024 to

- articulate a rationale for a revamped GC honors program and communicate that to the GC President's Council for approval,
- review and research honors programs at other community colleges in the NCCCS,
- determine honors program admission requirements,
- consider and determine program pathways to include one tailored for students who intend to transfer to four-year institutions and one for students who intend to graduate and enter the workforce,
- consider and determine requirements for each of the two pathways,
- identify grant opportunities and apply for an ITYC-NSF IUSE grant,
- create both mission and vision statements,
- survey faculty, evaluate survey responses and generate strategies and incentives to encourage more instructors to offer honors options,
- and develop honors program handbooks for both faculty and students.

Promoting transfer opportunities, the purpose on the Transfer Admission Guarantees (TAG) Co-Admission Program, occurred both on-campus and off.

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

- On-campus outreaches included an engaging bulletin board in a high traffic area of Robinson Classroom Building, the building where most classes related to the Associate in Arts program are held; a table at the GC Student Success Expo; information shared at the Gaston College Educators Breakfast; information included in the GC Leadership Gaston Scavenger Hunt; Fall Transfer Fair; College Now training event; SPARC – C3 interest meeting; GC Open House event; personal contact with SPARC-C3 students; Early College High School TAG Co-Admission event; SGA Spring 2024 welcome event; GECHS TAG Talk; Lincoln County HS 10th grade visit to GC; Rhino Roadmap information; GC Spring Transfer Fair; 49er Next Meeting; GC Spring Fest; and Senior Night.
- Off-campus TAG efforts included maintaining an information-rich website; Zoom meetings with a partner high school's counselor and partner private university to review and discuss aspects of the TAG program; information tables at area high school football games; presentation at a Lincoln County Teacher Cadet event; and campus visits to a local private college.

To meet the demands of higher enrollment and open faculty positions due to previous retirements/resignations, pressing needs for more English, Communications, and Mathematics faculty have been addressed with the addition of **two full-time English instructors, one full-time Communications instructor, and one full-time Mathematics instructor.**

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

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as CoDE (Co-requisite Developmental Education), Gaston College Study Tours, Writing Center, Learning Center, MASC Center, Transfer Advising Center, Psi Beta, Gamma Beta Phi, Completion by Design, Achieving the Dream, NC College Transfer Program Association, STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC), Inquiry-Based Learning methods, and North Carolina Guided Pathways to Success (NC-GPS).

The Gaston College SPARC Scholars program is a scholarship initiative funded by the National Science Foundation (Grant Nos. 1355569, 1742128, 1833738) and a private donor to help alleviate the unmet financial needs of Gaston College students. Scholarships of up to $10,000 per student per year are available to selected full-time Associate of Science and Associate of Engineering students who intend to transfer to a four-year university, major in STEM fields (Science, Technology, Engineering, or Math), and demonstrate

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

academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also accessible to program participants, with the awarded amount determined based on federal financial need. In addition to receiving scholarship support for their unmet financial needs, SPARC Scholars are part of a closely-knit learning community with specially designed course schedules, enabling them to collaborate with fellow scholars and faculty members. SPARC Scholars also engage in undergraduate research experiences, extracurricular events, field trips, and benefit from mentorship provided by selected faculty members.

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

Areas for Improvement:
The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improvement of seamless transfer to senior institutions, and reducing course withdraw rates.

Recruiting efforts to enroll students in the SPARC program need improvement. While great strides were made over the last academic year, there are still significant issues getting the word out to talented high school students and their parents who display financial need. Each year, there are fewer first semester students in the program as students typically find out about the program by word of mouth after starting at the College or because students enter with College Now credits. At the high schools, specific science teachers have been the biggest supporters and recommended the program to students who would benefit from the program; however, the high school counselors do not typically do the same.

Needs:
- Rauch Science Building continues to be in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse attached to Rauch continue to need repairs as it needs to be used for labs and resources.
- Arts and Sciences leadership will provide training for our faculty for the LMS upgrades and implementations.
- As Arts and Sciences continues to expand Lincoln Campus course offerings, leadership will assess, review, and monitor the classrooms to see if they meet student needs.
- Arts and Sciences has a critical need to hire more faculty in a variety of disciplines to meet the increasing number of course sections. This will allow us to provide more sections and times when courses could be offered to meet students' needs.

Strengths: What are we doing well? **Areas for Improvement: What can we do to better serve our students?** **Needs: What do we need from the institution? Include Personnel and Equipment Request** **Actions: What are our next steps? How will we make use of this program review for future improvement?**
Actions: • Continue to improve the North Carolina Community College System Critical Success measures for student success rate in curriculum English • Meet the North Carolina Community College System Critical Success measure for curriculum Math • Implement strategies to improve online learning and teaching, including LMS transition to Blackboard Ultra. • Continue to expand the Honors Program and Transfer Admission Guarantee programs. • Apply for grants to assist with supporting the Honors Program, Student Success initiatives, development of an online teaching and learning center, consortium with area community colleges and four-year institutions, and new SPARC offerings.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A10400	P1042C
American Indian/Alaska Native	0	0
Asian	10	13
Black	65	27
Hispanic	64	37
Native Hawaiian/Other Pacific Islander	1	0
Non-U.S. Resident	4	2
Two or More Races	8	10
Unknown	141	226
White	254	187
Grand Total	**547**	**502**

Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's	A comparison of the enrollment data from 2022-2023 to 2023-2024 indicates that enrollment is slightly declining in growth in both A10400 and P1042C. In

	Explanation/Narrative
enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	A10400, the number of individuals enrolled grew from 570 in 2022-23 to 547 in 2023-2024, which indicates an 4.2% percent decrease. In addition, the P1042C decreased from 612 in 2022-2023 to 502 in 2023-24, which indicates a 17.9% percent decrease. Both Full-Time and Part-Time pathways are updated and/or reviewed yearly. Like neighboring institutions CPCC, CVCC, and CCC, Gaston College's Associate in Science program requires 60 semester hours of approved college transfer courses with a grade of C or better in each course. Like those colleges, the AS degree emphasizes competence in reading, writing, oral communication, fundamental mathematical skills, critical thinking skills and basic computer use. Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings. • All courses within the Associate of Science degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. • Foundational requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. • Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. • Improving course offerings is an important goal within the Arts and Sciences. • To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules.

<table>
<tr><th></th><th>Explanation/Narrative</th></tr>
<tr><td></td><td>Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created Hyflex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.</td></tr>
<tr><td><u>Enrollment Analysis</u>:
Share the strategies that are utilized to support underserved populations and non-traditional enrollments.

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

New Question: Review program enrollment for A10400/P1042C at other institutions in our neighboring counties.

Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Associate in Science at GC? Identify strategies for enrollment growth.

The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Discuss program efforts (past or present) to address possible opportunities of enrollment growth.

Associate in Science
<table>
<tr><th>A10400</th><th># of Students</th><th>Students From Gaston</th><th>Students From Lincoln</th></tr>
<tr><td>Cleveland CC</td><td>106</td><td>3</td><td>2</td></tr>
<tr><td>CVCC</td><td>201</td><td>2</td><td>36</td></tr>
<tr><td>CPCC</td><td>790</td><td>17</td><td>4</td></tr>
</table>
<table>
<tr><th>P1042C</th><th># of Students</th><th>Students From Gaston</th><th>Students From Lincoln</th></tr>
<tr><td>Cleveland CC</td><td>69</td><td>2</td><td>0</td></tr>
<tr><td>CVCC</td><td>41</td><td>1</td><td>1</td></tr>
<tr><td>CPCC</td><td>800</td><td>7</td><td>1</td></tr>
</table>
</td><td>When reviewing Spring 2024 student enrollment numbers of new & returning students, review the number of students enrolled at a neighboring institution that resides our service area (Gaston & Lincoln counties), and determine if the program has effectively marketed the Associate in Science in students in and around our service area counties.

Program’s enrollment growth action(s) and/or comment(s) below:
Demographics A10400 during 2023-2024 Academic Year
Percent Female 60%
Percent Male 40%
Percent White 45%
Percent Non-White 31%
Percent Unknown 24%

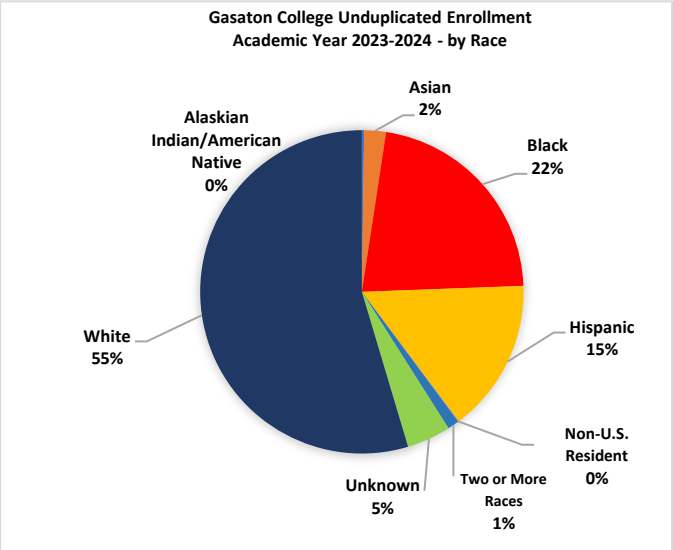
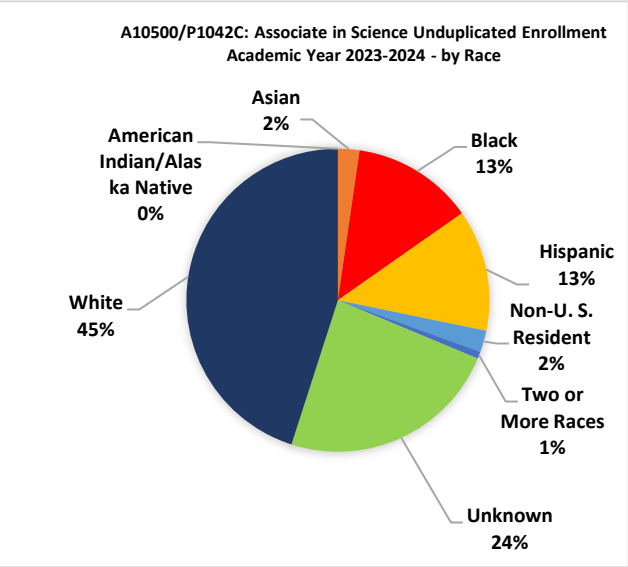
Compared to the college-wide population, the AS program has a greater number of female students (60% vs. 36% college-wide) and a lesser number of male students (40% vs. 64% college-wide). During the 2023-2024 academic year, more white than non-white students were enrolled in the AS degree program.

The Arts and Sciences Division provides academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center.

Cleveland CC had 106 (new and recurring students for Spring 2024). 5 of those students were from Gaston and Lincoln Counties. That number represents 4.7% percent of the total number of AE</td></tr>
</table>

	Explanation/Narrative
	students at CCC. The opportunity for program growth from CCC is 5 students. Catawba Valley CC had 201 (new and recurring students for Spring 2024); however, 36 students from Lincoln & 2 from Gaston, the GC service area, enrolled in the AS program at CVCC. That number represents 18.9% percent of the total number of AE students at CVCC. The opportunity for program growth from CVCC is 38 students. Central Piedmont CC had 790 (new and recurring students Spring 2024); however, 4 students from Lincoln & 17 from Gaston, the GC service area, enrolled in the AS program at CPCC. That number represents 2.6 percent of the total number of AS students at CPCC. The opportunity for program growth from CPCC is 21. **Program's enrollment growth action(s) and/or comment(s) below:** While the percentage of students from Gaston/Lincoln counties represents 5.8 percent or less of the total number of AS students enrolled at neighboring institutions, these students indicate that Gaston College's AS program still has room to grow in attracting and retaining students from our service area. This may be done through increasing marketing efforts that make residents aware of the transferability of classes earned through the AS degree.

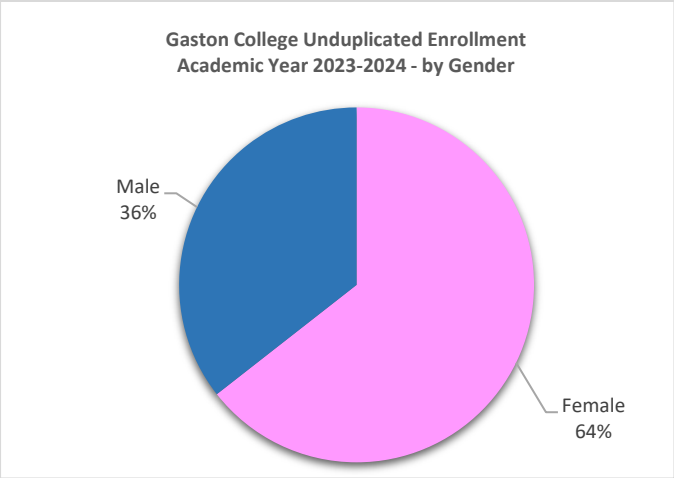
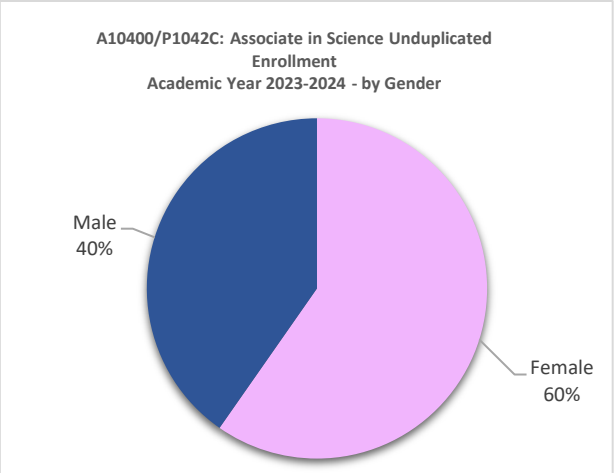
Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A10400 during 2023-2024 Academic Year** Percent White 45% Percent Asian 2% Percent Black 13 % Percent Hispanic 13% Percent Unknown 24% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15% Percent Unknown 5% Pronounced differences exist between several of the Race/Ethnicity categories at the program vs. college level. Some of these differences can be traced to the fact that over 24% of AE students chose not to indicate their race when enrolling to Gaston College, resulting in 24% of AE students being identified as Unknown. However, the percentage of students in the AS who identified as white is 10% less than the overall population, despite Black students being 9%

	less and Hispanic students being 2% less in the AS program than the general population.

Demographic Enrollment Analysis by Gender:

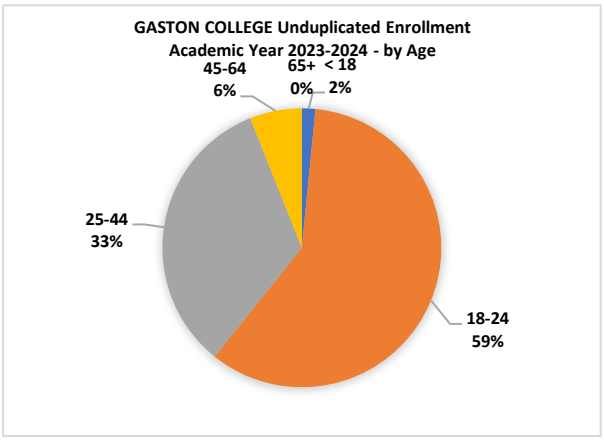
College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender:	**Demographics A10500 during 2023-2024 Academic Year**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Percent Female 60% Percent Male 40% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were significantly more female students in the A10400 programs than male, which was consistent with the College demographics. The percentage of men in the AS program is 4 percentage points higher than the percentage in the college overall. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a participant

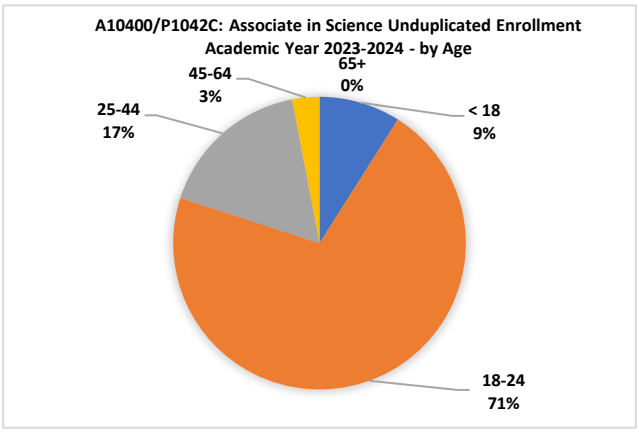
	in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs, including the Associate in Science program, through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024



Program – Demographics 2023-2024



<u>Demographic Enrollment Analysis by Age</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The demographics above indicate that enrollment based on age from 18-24 is 24 is higher for the Associate in Science program as for the college. The largest group by far consists of traditional college students from 18-24 years old. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility. Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes

	Explanation
	completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%. Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. While there are several classes that have low enrollment, most classes have more than 10 students per section. The courses with low enrollment are managed well by providing only one section of that course.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program's core course requirements or total credit hours have been reviewed or revised within the last two years. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the NCCCS's recommended options during the next assessment cycle. A small number of AE classes are offered in area high schools. Instructors deliver the same content, with no changes in rigor or quality, in classes delivered on high school campuses. This is verified by internal

	Explanation
	audits regularly conducted by departmental leads, program chairs, and Distance Education personnel.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. The Math Department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on campus. The English Department has also reworked schedules to include corequisite ENG 011 classes that occur on the same days as the seated portions of ENG 111 sections to help reduce the number of days a student is required to be on-campus. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, and HIS classes to better meet the needs of students. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE. **The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:** • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110)

	Explanation
	• Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) • Jeff Pruett (HIS-111) • Hisayo Tokura-Gallo (PSY-241) **The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters** • Dr. Patricia Williams • Ginger Black • Chris Ziemba-Tolbert • Katie Jordan **The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters** • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Dr. Patricia Williams • Katie Jordan **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC & APPQMR) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC, APPQMR, & 7th Ed Update) • Melanie Dekerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR & 7th Ed Update) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR)

	Explanation
	• Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC, APPQMR, & 7th Ed Update) • Judith Porter (IYOC) • Jeffery Pruett (IYOC & APPQMR) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC, APPQMR, 7th Ed Update) • Dr. Heather Woodson (IYOC & APPQMR) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC & APPQMR) • Jodi Valencic-Zieverink (IYOC & APPQMR) • Ginger Black (IYOC, APPQMR, & 7th Ed Update) • Katie Jordan (IYOC, APPQMR, 7th Ed Update) • Michael Boone (IYOC & 7th Ed Update)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	**Currently, courses with low enrollments within A&S:** • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. **Courses with Low Success Rates** • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG 002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 **Courses with High Withdrawal Rates** • The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS 112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225.

	Explanation
	The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation cycle were 88-89%. Overall, student feedback for the program is positive. . During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year,

	Explanation
	guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A10400 Associate in Science	**A10400**	45%	66%
P1042C Associate in Science Pathway	**P1042C**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See SLOs and curriculum map located in the Program review folder for AA, AS, and AE
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	**Program Retention A10400** • Fall 2018 to Fall 2019 61% • Fall 2019 to Fall 2020 53% • Fall 2020 to Fall 2021 38% • Fall 2021 to Fall 2022 54% • Fall 2022 to Fall 2023 45% • Fall 2023 to Spring 2024 66% • There was an increase in retention of new students of 21 percentage points from the previous year. Data for this academic program review is from Fall 2022 to Spring 2023. **Program Retention P1042C** • Fall 2018 to Fall 2019 52% • Fall 2019 to Fall 2020 26% • Fall 2020 to Fall 2021 39% • Fall 2021 to Fall 2022 74% • Fall 2022 to Fall 2023 - DNA • Fall 2023 to Spring 2024 - DNA Data is not available for this review cycle for P1042C.

	Explanation
	There remains a barrier to student progress for the P1042C which involves the uniqueness of the high school population. The student's goal may be to take a course or two and not to progress through the pathway. The P1042C pathway is for 11th and 12th-grade students only. If students enroll in the pathway in the fall of their senior year they would no longer be in this pathway or perhaps at Gaston College during the following, fall. Therefore, based on the population of students enrolled in the pathway we do not expect this retention rate to grow significantly in the future. One suggestion for improvement in this area would be to market to students during their senior year about the benefits of staying at Gaston College to complete their A.S degree program before going on to the university. This marketing suggestion could be done through a partnership with GC Marketing, College Now, and the Division of Arts and Sciences.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A10400 Associate in Science	**A10400**	21	19	73	113
P1042C Associate in Science Pathway	**P1042C**	0	0	0	0
	Grand Total	**21**	**19**	**73**	**113**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A10400 Associate in Science	**A10400**	97	130	121	113
P1042C Associate in Science Pathway	**P1042C**	0	0	0	0
	Grand Total	97	130	121	**113**

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion?	**A10400** Headcount – 547 Awards – 113 Awards at the Highest Level – 113 Awards to Headcount Ratio – 20.7% **P1042C** Headcount – 502 Awards – 0 Awards at the Highest Level – 0 Awards to Headcount Ratio – 0 Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in A10500 have diversified goals for attending; completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is dedicated advising for Arts and Sciences so students have one-on-one advising to help keep them on track within their pathway. In addition, the Watermark student retention system is a tool the Division of Arts and Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community?	This question is asked below. See below.
Community: How valuable is this program to the community? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Part of the value of the Associate in Science program is that every student who graduates with an AS degree and then lives and works in the community is better equipped to think critically, communicate effectively through various means, identify and solve problems, and lead successfully because of the training they received at Gaston College. In that way, this program is impacting the Gaston College service area both in the present and potentially in the future.

	Explanation
	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several private institutions offer specific scholarship opportunities to Gaston College transfer students. In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the community.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Arts and Sciences Division effectively promotes the following unique qualities of the college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like football games and

	Explanation
	participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAG) Co-Admission Programs and Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering, or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill.

	Explanation
	The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during the 2023-2024 school year.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Associate in Science (10400)	412.80	385.22	386.66	331.97	300.94
College Transfer Pathway Leading to an Associate in Science (1042C)	250.44	336.02	264.47	265.16	215.72

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	**FTE Count A10400** • 2018-2019 - 391.2 • 2019-2020 - 412.8 • 2020-2021 - 385.22 • 2021-2022 - 386.66 • 2022-2023 - 331.97 • 2023-2024 – 300.94 There was a decrease in FTE of 31.03 FTE from 2022-2023 to 2023-2024. **FTE Count P1042C** • 2018-2019 - 109.59 • 2019-2020 - 250.4

	Explanation
	• 2020-2021 - 336.02 • 2021-2022 - 264.47 • 2022-2023 - 265.16 • 2023-2024 – 215.72 There was a decrease in FTE of 49.44 FTE from 2022-2023 to 2023-2024. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. The Transfer Advisory Committee meets annually with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and they must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times

	Explanation
	annually. For 2023-2024, the Gaston College Study Abroad program traveled to Ireland and Switzerland. Students who complete the program receive special recognition on their Gaston College transcripts and receive a certificate of completion from UNC Chapel Hill. In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fairs, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

Program Review - A10400 Associate in Engineering

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Associate Dean: Dr. Patricia Williams
Program Code(s)/Name(s): Associate in Engineering
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A10500 Associate in Engineering**

SECTION I: EXECUTIVE SUMMARY

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

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

The AE degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit of college transfer courses. Within the degree program, the students have the opportunity to achieve competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.
The Arts and Sciences Divisional Council (dean, associate deans, and department chairs) serves as the primary program review committee for this degree program. This group meets once or twice monthly depending upon current needs and activities. Additionally, an external Transfer Advisory Committee meets annually to review curricula, transfer issues, and other topics. This committee is composed of representatives of four-year institutions where Gaston College students may transfer.

Since the last program review, briefly discuss program strengths, areas of improvements, program needs, and program actions. If applicable, include program efforts to address recommendations from the last program review.

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

Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
Two of the NCCCS critical success measures directly impacted by student success in the Associate in Arts program saw improvement in the NCCCS 2024 Performance Measures for Student Success Report. Relating to the NCCCS second performance measure, Credit English Success, the gateway course of ENG 111 saw improvement from 0.920 in the 2023 report, which put Gaston College in the Baseline category, to 1.039 in

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the 2024 report, moving Gaston College to the Average Band Minimum category. Relating to the seventh performance measure, Transfer Performance, Gaston College moved from 0.994 (Average Band Minimum) to 1.012 (Average Band Maximum). Relating to the NCCCS third performance measure, College Level Math Success Rates, Gaston College performance decreased from the prior year. During the year, the MAT department formed a committee, Student Success Rate of College Level Math Team, that identified students who needed MAT 100+. These students were contacted and found to either have already completed their program of study, had left the college, or the information in the system was not updated to reflect the math that was needed. This process seemed to confuse the students and the faculty that were making the contacts. For the future, academic advisors need to strongly encourage students to enroll in a MAT 100+ course early in their time at Gaston College to further assist these students in completing College Level Math. The college has stayed in the same NCCCS band width of less than the college average but above the baseline.

Implement strategies to improve online learning and teaching.

Because demand for online classes occurs for all disciplines within the Associate in Arts program, continuing efforts have been made since the last program review to implement strategies to improve online learning and teaching. These efforts include divisional leadership presenting multiple workshops for specific departments, as well as for all faculty in the division.
In addition, several resources and guides for faculty in the Division of Arts and Sciences were created that focused on Regular Substantive Interaction (RSI), such as 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. Divisional leadership also worked one-on-one with specific faculty who sought out individualized assistance throughout the year to address specific issues related to online instruction.

To develop, implement and promote the Gaston College Honors Program, an Honors Committee was created in Summer 2023, which met regularly through Fall 2023 and Spring 2024 to

- articulate a rationale for a revamped GC honors program and communicate that to the GC President's Council for approval,
- review and research honors programs at other community colleges in the NCCCS,
- determine honors program admission requirements,
- consider and determine program pathways to include one tailored for students who intend to transfer to four-year institutions and one for students who intend to graduate and enter the workforce,
- consider and determine requirements for each of the two pathways,
- identify grant opportunities and apply for an ITYC-NSF IUSE grant,
- create both mission and vision statements,
- survey faculty, evaluate survey responses and generate strategies and incentives to encourage more instructors to offer honors options,
- and develop honors program handbooks for both faculty and students.

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Promoting transfer opportunities, the purpose on the Transfer Admission Guarantees (TAG) Co-Admission Program, occurred both on-campus and off.

- On-campus outreaches included an engaging bulletin board in a high traffic area of Robinson Classroom Building, the building where most classes related to the Associate in Arts program are held; a table at the GC Student Success Expo; information shared at the Gaston College Educators Breakfast; information included in the GC Leadership Gaston Scavenger Hunt; Fall Transfer Fair; College Now training event; SPARC – C3 interest meeting; GC Open House event; personal contact with SPARC-C3 students; Early College High School TAG Co-Admission event; SGA Spring 2024 welcome event; GECHS TAG Talk; Lincoln County HS 10th grade visit to GC; Rhino Roadmap information; GC Spring Transfer Fair; 49er Next Meeting; GC Spring Fest; and Senior Night.
- Off-campus TAG efforts included maintaining an information-rich website; Zoom meetings with a partner high school's counselor and partner private university to review and discuss aspects of the TAG program; information tables at area high school football games; presentation at a Lincoln County Teacher Cadet event; and campus visits to a local private college.

To meet the demands of higher enrollment and open faculty positions due to previous retirements/resignations, pressing needs for more English, Communications, and Mathematics faculty have been addressed with the addition of **two full-time English instructors, one full-time Communications instructor, and one full-time Mathematics instructor.**

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

The Division offers numerous valuable academic resources to support students in successfully completing their studies. It actively participates in various campus initiatives and activities, such as CoDE (Co-requisite Developmental Education), Gaston College Study Tours, Writing Center, Learning Center, MASC Center, Transfer Advising Center, Psi Beta, Gamma Beta Phi, Completion by Design, Achieving the Dream, NC College Transfer Program Association, STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC), Inquiry-Based Learning methods, and North Carolina Guided Pathways to Success (NC-GPS).

The Gaston College SPARC Scholars program is a scholarship initiative funded by the National Science Foundation (Grant Nos. 1355569, 1742128, 1833738) and a private donor to help alleviate the unmet financial needs of Gaston College students. Scholarships of up to $10,000 per student per year are available

Strengths: What are we doing well?
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to selected full-time Associate of Science and Associate of Engineering students who intend to transfer to a four-year university, major in STEM fields (Science, Technology, Engineering, or Math), and demonstrate academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also accessible to program participants, with the awarded amount determined based on federal financial need. In addition to receiving scholarship support for their unmet financial needs, SPARC Scholars are part of a closely-knit learning community with specially designed course schedules, enabling them to collaborate with fellow scholars and faculty members. SPARC Scholars also engage in undergraduate research experiences, extracurricular events, field trips, and benefit from mentorship provided by selected faculty members.

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

Areas for Improvement:
The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improve seamless transfer to senior institutions, and reduce course withdrawal rates.

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

Recruiting efforts to enroll students in the SPARC program need improvement. While great strides were made over the last academic year, there are still significant issues getting the word out to talented high school students and their parents. Each year, there are fewer first semester students in the program as students typically find out about the program by word of mouth after starting at the College or because students enter with College Now credits. At the high schools, specific science teachers have been the biggest supporters and recommended the program to students who would benefit from the program; however, the high school counselors do not typically do the same.

Strengths: What are we doing well?
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Needs:

- Rauch Science Building continues to be in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse attached to Rauch continue to need repairs as it needs to be used for labs and resources.
- Arts and Sciences leadership will provide training for our faculty for the LMS upgrades and implementations.
- As Arts and Sciences continues to expand Lincoln Campus course offerings, leadership will assess, review, and monitor the classrooms to see if they meet student needs.
- Arts and Sciences has a critical need to hire more faculty in a variety of disciplines to meet the increasing number of course sections. This will allow us to provide more sections and times when courses could be offered to meet students' needs.

Actions:

- Continue to improve the North Carolina Community College System Critical Success measures for student success rate in curriculum English
- Meet the North Carolina Community College System Critical Success measure for curriculum Math
- Implement strategies to improve online learning and teaching, including LMS transition to Blackboard Ultra.
- Continue to expand the Honors Program and Transfer Admission Guarantee programs.
- Apply for grants to assist with supporting the Honors Program, Student Success initiatives, development of an online teaching and learning center, consortium with area community colleges and four-year institutions, and new SPARC offerings.

SECTION II: PROGRAM DATA
Program Enrollments

Academic Year 2023-2024 Unduplicated	A10500
American Indian/Alaska Native	0
Asian	3
Black	17
Hispanic	17
Two or More Races	3
Non-U.S. Resident	1
Unknown	31
White	59
Grand Total	**131**

Entry – Program Enrollment

	Explanation/Narrative
<u>Enrollment Analysis</u>: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	A comparison of the enrollment data from 2022-2023 to 2023-2024 indicates that enrollment is experiencing healthy growth in both A10500 In A10500, the number of individuals enrolled grew from 103 in 2022-23 to 131 in 2023-2024, which indicates an 21.4% percent increase. Both Full-Time and Part-Time pathways are updated and/or reviewed yearly. Like neighboring institutions CPCC, CVCC, and CCC, Gaston College's Associate in Engineering program requires 60 semester hours of approved college transfer courses with a grade of C or better in each course. Like those colleges, the AE degree emphasizes competence in reading, writing, oral communication, fundamental mathematical skills, critical thinking skills and basic computer use. Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings. • All courses within the Associate of Engineering degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. • Foundational requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. • Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. • Improving course offerings is an important goal within the Arts and Sciences.

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

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<u>Enrollment Analysis</u>:
Share the strategies that are utilized to support underserved populations and non-traditional enrollments.

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

New Question: Review program enrollment for **A10500** at other institutions in our neighboring counties.

Key Question: Why are students in Lincoln and Gaston counties not enrolling in the **Associate in Engineering** at GC? Identify strategies for enrollment growth.

When reviewing **Spring 2024** student enrollment numbers of new & returning students, review the number of students enrolled at a neighboring institution that resides our service area (Gaston & Lincoln counties), and determine if the program has effectively marketed the **Associate in Engineering** to students in and around our service area counties.

The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Discuss program efforts (past or present) to address possible opportunities of enrollment growth.

Associate in Engineering

A10500	**# of**	**Students**	**Students**

</td><td>

Program's enrollment growth action(s) and/or comment(s) below:
Demographics A10500 during 2023-2024 Academic Year
Percent Female 18%
Percent Male 82%
Percent White 45%
Percent Non-White 31%
Percent Unknown 24%

Compared to the college-wide population, the AE program has a greater number of male students (82% vs. 36% college-wide) and a lesser number of female students (18% vs. 64% college-wide). During the 2023-2024 academic year, more white than non-white students were enrolled in the AE degree program.

The Arts and Sciences Division provides academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center.

Cleveland CC had 0 (new and recurring students for Spring 2024).

Catawba Valley CC had 48 (new and recurring students for Spring 2024); however, 3 students from Lincoln & 0 from Gaston, the GC service area, enrolled in the Associate in Engineering

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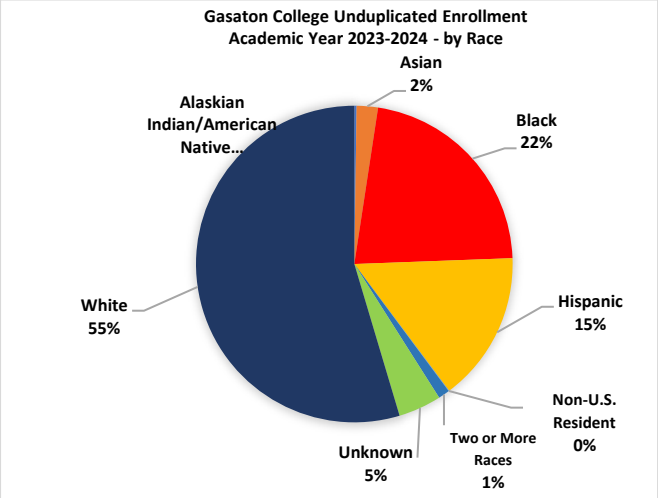
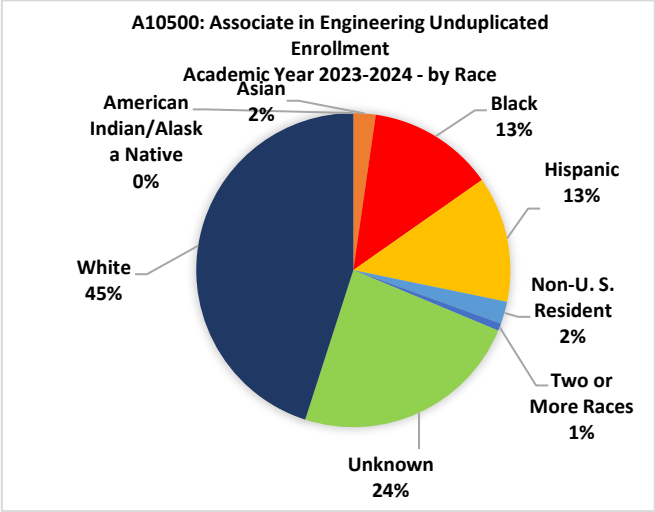
	Explanation/Narrative
	program at CVCC. That number represents 6.2% percent of the total number of AE students at CVCC. The opportunity for program growth from CVCC is 3 students. Central Piedmont CC had 424 (new and recurring students Spring 2024); however, 2 students from Lincoln & 11 from Gaston, the GC service area, enrolled in the Associate in Engineering program at CPCC. That number represents 3.1 percent of the total number of AE students at CPCC. The opportunity for program growth from CPCC is 13. Program's enrollment growth action(s) and/or comment(s) below: While the percentage of students from Gaston/Lincoln counties represents 3.3 percent or less of the total number of AE students enrolled at neighboring institutions, these students indicate that Gaston College's AE program still has room to grow in attracting and retaining students from our service area. This may be done through increasing marketing efforts that make residents aware of the transferability of classes earned through the AE degree.

	Students	From Gaston	From Lincoln
Cleveland CC	0	0	0
CVCC	48	0	3
CPCC	424	11	2

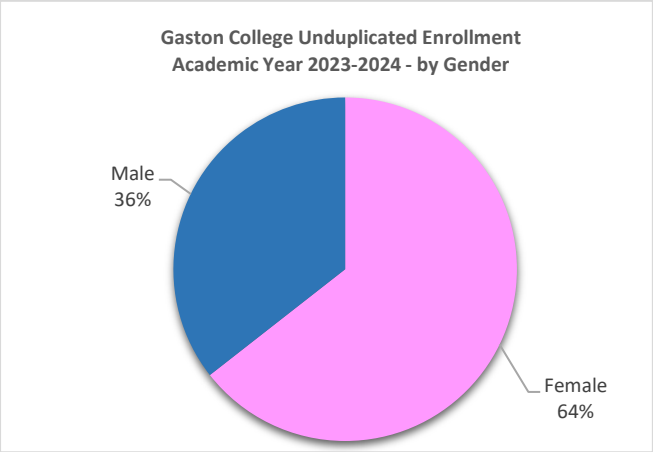
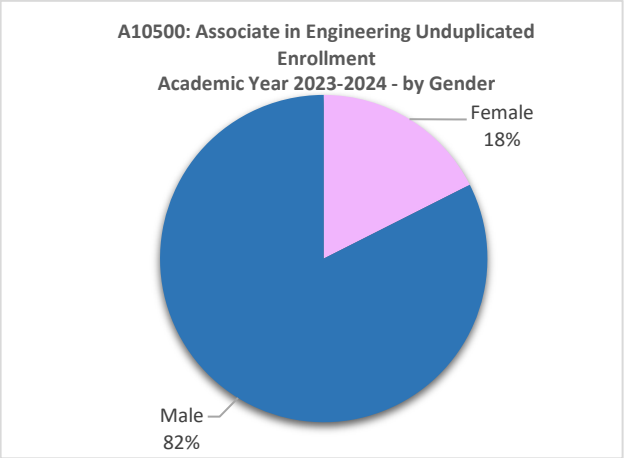
Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Race/Ethnicity:	**Demographics A10500 during 2023-2024 Academic Year**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Percent White 45% Percent Asian 2% Percent Black 13 % Percent Hispanic 13% Percent Unknown 24% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15% Percent Unknown 5% Pronounced differences exist between several of the Race/Ethnicity categories at the program vs. college level. Some of these differences can be traced to the fact that over 24% of AE students chose not to indicate their race when enrolling to Gaston College, resulting in 24% of AE students being identified as Unknown. However, the percentage of students in the AE who identified as white is 10% less than the overall population,

	despite Black students being 9% less and Hispanic students being 2% less in the AE program than the general population.

Demographic Enrollment Analysis by Gender:

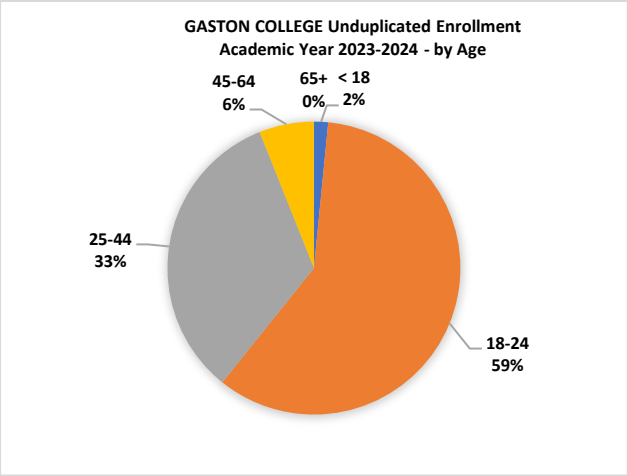
College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics A10500 during 2023-2024 Academic Year** Percent Female 18% Percent Male 82% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were significantly more male students in the A10500 programs than female, which was inconsistent with the College demographics. Interestingly, the percentage of men in the AE program is 46 percentage points higher than the percentage in the college overall. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science

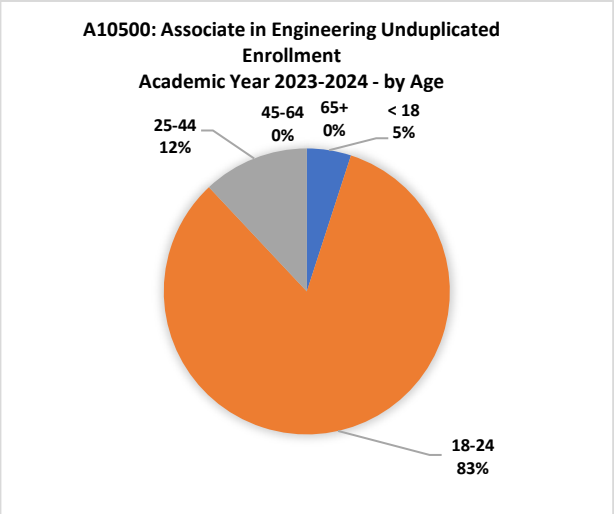
	Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a participant in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs, including the Associate in Engineering program, through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024



Program – Demographics 2023-2024



<u>Demographic Enrollment Analysis by Age</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The demographics above indicate that enrollment based on age is 24 percentage points higher for the Associate in Engineering program as for the college. The largest group by far consists of traditional college students from 18-24 years old. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.

	Explanation
	Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%. Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. While there are several classes that have low enrollment, most classes have more than 10 students per section. The courses with low enrollment are managed well by providing only one section of that course.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program's core course requirements or total credit hours have been reviewed or revised within the last two years. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the NCCCS's recommended options during the next assessment cycle.

	Explanation
	A small number of AE classes are offered in area high schools. Instructors deliver the same content, with no changes in rigor or quality, in classes delivered on high school campuses. This is verified by internal audits regularly conducted by departmental leads, program chairs, and Distance Education personnel.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. The Math Department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on campus. The English Department has also reworked schedules to include corequisite ENG 011 classes that occur on the same days as the seated portions of ENG 111 sections to help reduce the number of days a student is required to be on-campus. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, and HIS classes to better meet the needs of students. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE.

	Explanation
	The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters: • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) • Jeff Pruett (HIS-111) • Hisayo Tokura-Gallo (PSY-241) **The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters** • Dr. Patricia Williams • Ginger Black • Chris Ziemba-Tolbert • Katie Jordan **The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters** • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Dr. Patricia Williams • Katie Jordan **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC & APPQMR) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC)

	Explanation
	• Amy Chaney (IYOC, APPQMR, & 7th Ed Update) • Melanie Dekerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR & 7th Ed Update) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC, APPQMR, & 7th Ed Update) • Judith Porter (IYOC) • Jeffery Pruett (IYOC & APPQMR) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC, APPQMR, 7th Ed Update) • Dr. Heather Woodson (IYOC & APPQMR) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC & APPQMR) • Jodi Valencic-Zieverink (IYOC & APPQMR) • Ginger Black (IYOC, APPQMR, & 7th Ed Update) • Katie Jordan (IYOC, APPQMR, 7th Ed Update) • Michael Boone (IYOC & 7th Ed Update)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	**Currently, courses with low enrollments within A&S:** • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. **Courses with Low Success Rates** • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG

	Explanation
	002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 **Courses with High Withdrawal Rates** • The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS 112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation

	Explanation
	cycle were 88-89%. Overall, student feedback for the program is positive. . During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
Associate in Engineering (A10500)	**A10500**	59%	74%

Program Progress: Retention and Progression

	Explanation
<u>SLOs and Curriculum Map</u>: Attach curriculum map and analysis of program learning outcomes.	See SLOs and curriculum map located in the Program review folder for AA, AS, and AE.
<u>Retention and Progression</u>: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	**Program Retention A10500** • Fall 2019 to Fall 2020 62% • Fall 2020 to Fall 2021 50% • Fall 2021 to Fall 2022 40% • Fall 2022 to Fall 2023 78% • Fall 2023 to Fall 2024 74% Retention of new students in the AE program decreased four percentage points from Fall 2023 to Fall 2024.

	Explanation
	The Associate in Engineering program experienced a slight decrease in fall-to-fall retention rates. The AE program tends to be a challenging program for students. Barriers include, but are not limited to higher-level math and science requirements and the hurdle to get past pre-req courses.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
Associate in Engineering (A10500)	**A10500**	0	2	9	11
	Grand Total	**0**	**2**	**9**	**11**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
Associate in Engineering (A10500)	**A10500**	10	8	9	11
	Grand Total	10	8	9	**11**

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion?	**A10500** Headcount – 131 Awards – 11 Awards at the Highest Level – 11 Awards to Headcount Ratio – 8.4% Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in A10500 have diversified goals for attending; completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is dedicated advising for Arts and Sciences so students have one-on-one advising to help keep them on track within their pathway. In addition, the Watermark student retention system is a tool the Division of Arts and

	Explanation
	Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community?	This question is asked below. See answer below
Community: How valuable is this program to the community? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	Part of the value of the Associate in Engineering program is that every student who graduates with an AE degree and then lives and works in the community is better equipped to think critically, communicate effectively through various means, identify and solve problems, and lead successfully because of the training they received at Gaston College. In that way, this program is impacting the Gaston College service area both in the present and potentially in the future The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several private institutions offer specific scholarship opportunities to Gaston College transfer students. In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish

	Explanation
	and build strong relationships with the community.
<u>Uniqueness</u>: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Arts and Sciences Division effectively promotes the following unique qualities of the college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like football games and participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAG) Co-Admission Programs and Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering, or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to

	Explanation
	participants of the program. The amount awarded is determined based upon federal financial need. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill. The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during the 2023-2024 school year.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Associate in Engineering (10500)	79.44	69.03	65.78	70.25	87.47

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	FTE Count A10500 • 2019-2020 79.44 • 2020-2021 69.03 • 2021-2022 65.78 • 2022-2023 70.25 • 2023-2024 87.47 There was an increase in FTE of 17.22 FTE from 2022-2023 to 2023-2024, which represents the highest total since the implementation of the AE program. The Arts and Sciences Division consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. The Transfer Advisory Committee meets annually with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8

	Explanation
	globally designated events, and they must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2023-2024, the Gaston College Study Abroad program traveled to Ireland and Switzerland. Students who complete the program receive special recognition on their Gaston College transcripts and receive a certificate of completion from UNC Chapel Hill. In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fairs, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map – Transfer Programs of Study

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

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
ACA 111	M	D			
ACA 122	M	D			
AGR 139	I	I	I		
AGR 160		I	D		
AGR 170		I	D		
ANS 110	I	I	D		
ART 111	I	I		M	
ART 113		I		I	
ART 114	I	D		M	
ART 115	I			M	
ART 121		I		I	
ART 122		I		I	
ART 131		D		I	
ART 132		D		I	
ART 171	M	D			
ART 214	D	M		I	
ART 231		I		D	
ART 232		I		D	
ART 240		D		D	
ART 241		M		D	
ART 244		M		D	
ART 264	D	D		I	
ART 265	M	D		I	
ART 266	D	D		I	
ART 267	M	D		I	
ART 271	M	D		I	
ART 275	M	D		D	

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
ART 281		D		I	
ART 282		D		I	
ART 283		I		I	
ART 284		D		I	
ART 285		D		I	
ART 286		D		I	
ART 288C		M		I	
ART 288P		M		I	
ART 288S		M		I	
BIO 110	M	I	M		D
BIO 111	M	D	M		I
BIO 112	D	D	M		
BIO 155	M	D	M		D
BIO 161	M	I	M		
BIO 168	M	I	M		I
BIO 169	D	I	M		I
BIO 250	M	M	M		
BIO 275	D	D	M		D
CHM 130/130A		I	M		
CHM 131/131A		I	M		
CHM 151	D	M	M		I
CHM 152	D	M	M		
CHM 251	M	M	M		
CHM 252	M	M	M		
COM 110	D	D		I	I
COM 120	I	D		I	I
COM 231	D	M			I
EDU 187	M	D		I	I
EDU 216	M	M		D	M
EDU 279	M	M		I	I
ENG 002	D	M		I	I
ENG 011	D	M		I	I
ENG 111	D	M		I	I
ENG 112	D	M	D	M	D
ENG 114	M	M		D	D
ENG 231	D	M		M	D

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
ENG 232	D	M		M	D
ENG 241	D	M		M	D
ENG 242	D	M		M	D
GEL 111		D	M		D
GEO 111	D	D	D	D	M
HIS 111	D	D	D	M	M
HIS 112	D	D	D	M	M
HIS 131	D	D	D	M	M
HIS 132	D	D	D	M	M
HUM 120	D	D	D	M	M
MAT 003	D	I	M		
MAT 021	D	I	M		
MAT 071	D	I	M		
MAT 110	M		M		
MAT 121	M		M		
MAT 143	M	D	M		D
MAT 152	M	M	M	I	D
MAT 167	D	D	M		
MAT 171	M		M		
MAT 172	M		M	I	
MAT 175	M		M		
MAT 252	M	M	M		D
MAT 263	M		M		D
MAT 271	M	D	M		
MAT 272	M	D	M		
MAT 273	M	D	M		
MAT 280	M	D	M		
MAT 285	M		M		I
MUS 110	I	I		M	
MUS 112	I	I		M	I
PHI 215	D	D	D	M	
PHI 240	D	D	M	M	
PHY 110/110A	D	I		M	
PHY 151	D	D	M		
PHY 152	D	D	M		
PHY 251	D	D	M		

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Information Literacy and Educational Technology	Communication	Mathematical and Scientific Reasoning	Humanities and Fine Arts	Social and Behavioral Sciences
PHY 252	D	D	M		
POL 120	D	D	D	D	M
PSY 150	I	D	D		M
PSY 237	I	D	I		M
PSY 241	D	D	D		M
PSY 281	D	D	D		M
REL 110	D	D	D	M	M
SOC 210	D	D	D	M	M
SOC 220	D	D	D	M	M
SOC 225	D	D	D	M	M
SPA 111	M	M			I
SPA 112	M	M			I
SPA 211	M	M			D
SPA 212	M	M			D

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

Program Learning Outcomes – Transfer Programs of Study

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

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

Competency 1: Information Literacy and Educational Technology

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

- CCSSE Survey Results

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

- ACA 122

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

- ACA 111 – course was not taught in 2023 – 2024 and currently no longer offered
- ACA 122

Competency 2: Communication

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

Objective: Communicate effectively through writing, reading, and speaking

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

Competency 3: Mathematical and Scientific Reasoning

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

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

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

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

- BIO 110
- BIO 111
- BIO 161
- BIO 168
- CHM 130
- CHM 131/131A – course was not taught in 2023 - 2024
- CHM 151
- GEL 111
- PHY 110/PHY 110A- course was not taught in 2023 - 2024

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

- CIS 110
- CIS 115

Competency 4: Humanities and Fine Arts

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

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

- PHI 215
- PHI 240

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

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

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

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

Competency 5: Social and Behavioral Sciences

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

- CCSSE Survey Results

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

- ECO 251

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

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

- PSY 150
- SOC 210
- SOC 220

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

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

Overall Assessment of General Education Competencies

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

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

Summary of General Education Competencies	Total Points Achieved
Competency 1: Information Literacy and Educational Technology	**8/8 = 100%**
Objective 1a. Access, use, and evaluate information in a variety of formats.	4/4
Objective 1b. Use educational technologies to achieve academic and work-related goals.	4/4
Competency 2: Communication	**14/16 = 87.5%**
Objective: Communicate effectively through writing, reading, and speaking	14/16
Competency 3: Mathematics and Scientific Reasoning	**41/56 = 73%**
Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	12/20
Objective 3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	21/28
Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.	8/8
Competency 4: Humanities and Fine Arts	**28/32 = 87.5%**
Objective 4a: Demonstrate knowledge of philosophical and/or religious beliefs, assumptions, and values.	6/8
Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	19/20
Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context.	3/4
Competency 5: Social and Behavioral Sciences	**38/40 =95%**
Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	28/28
Objective 5b: Demonstrate knowledge of the reciprocal interactions among self, society, and the environment.	10/12
Total Achieved/Total Possible	**129/152**
Overall Rubric Score	**84.86% (3)**

Program Learning Outcomes – Transfer Programs of Study

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1a	**Competency 1:** Information Literacy and Educational Technology Objective 1a: Access, use, and evaluate information in a variety of formats.	ACA 111: College Student Success	n/a	n/a	n/a	n/a	n/a	ACA 111 is no longer offered at Gaston College and therefore no further action steps are needed.	n/a
1a	**Competency 1:** Information Literacy and Educational Technology Objective 1a: Access, use, and evaluate information in	ACA 122: College Transfer Success Final Exam 25 questions	On average, students completing the final assessment will earn at least 70% of their available points to demonstrate knowledge	Fall 2023 Mean = 91.68	Increased success rate	Only 1 test item (#21 at Pv Score = .62) was lower than 70% This question is about Bilateral Agreements	The success rate increased from 87.68% to 91.68%. The action done was indicating in the Final Exam directions that students	We will not take any specific actions for this next assessment period as we would like to obtain another assessment cycle of data	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	a variety of formats.		the ability to access, use, and evaluate information in a variety of formats.			This question is directly from the textbook in Chapter 5, found at the top of page 142	can use their textbook while completing the final exam.	(Fall 2024) to make a better comparison to determine if the previous action of adding the information that students can use their course textbook during the exam has been effective and not just a one-time occurrence.	
Objective 1a: Access, use, and evaluate information in a variety of formats. - Total									**4/4**
1b	**Competency 1:** Information Literacy and Educational Technology	ACA 111: College Student Success Students will complete a	n/a	n/a	n/a	n/a	n/a	n/a	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 1b: Use educational technologies to achieve academic and work-related goals.	comprehensive final assessment. Questions 1-11 will address Objective 1b and the following student learning outcomes: Utilize technology systems, tools, applications and resources. (i.e. GC email, WebAdvisor, Blackboard Learning Management System, Microsoft Applications, etc.)							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1b	**Competency 1:** Information Literacy and Educational Technology Objective 1b: Use educational technologies to achieve academic and work-related goals.	ACA 122: College Transfer Success Final Exam 25 questions	On average, students completing the final assessment will earn at least 70% of their available points to demonstrate the use of educational technologies to achieve academic and work-related goals	Fall 2023 Mean = 91.68%	On average, students completing the final assessment will earn at least 70% of their available points to demonstrate knowledge the ability to access, use, and evaluate information in a variety of formats.	Fall 2023 Mean = 91.68	Increased success rate	Only 1 test item (#21 at Pv Score = .62) was lower than 70% This question is about Bilateral Agreements This question is directly from the textbook in Chapter 5, found at the top of page 142	**4**
Objective 1a: Access, use, and evaluate information in a variety of formats. - Total									**4/4**
Competency 1: Information Literacy and Educational Technology - Total									**8/8**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
2	**Competency 2:** Communication Objective: Communicate effectively through writing, reading, and speaking	COM 120: Intro Interpersonal Communication Students will complete a project on a communication problem they are experiencing. The project will consist of two parts with a total of 200 points. The first part will be a written paper researching the communication problem. This part will be worth 100 points and	On average, students completing the project on communication problems will earn at least 70% (140/200) of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.	Spring 2024 Mean = 93%	The Success criteria was met. >70%. 93% of Students in COM 120 SP 2024 met the success criteria. The piloted Multiple-Choice format provides clear results that enable better analysis of a wide range of topics within COM 120.	Weakness is not all COM 120 students were assessed using the same assessment tool. Since it is a multiple-choice exam, it may not clearly identify actionable problems with communication. In other words, it assesses only knowledge rather than application. Question #19 had a low	The action plan was not implemented. It was decided to pilot and final exam assessment based on 60 multiple choice questions. 5 questions were chosen from each of the 11 chapters in the textbook. This was in part due to the turnover in the full-time COM position. COM will return to the assessment	COM faculty will continue to work together to develop a comprehensive assessment tool that can be used for all COM 120 students. While the multiple-choice exam based on questions from the textbook is a good start, additions to the final exam may be added to strengthen the assessment of the application of	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		graded with a rubric based on paragraph structure. The second part of the project is a self-help plan for the communicatio n problem. This part will be worth 100 points using a rubric based on annotated bibliographies. This assessment will address the following student learning outcomes: 1. Recognize the basic principles of			The assessment was delivered in an online timed test. Student are allowed only one attempt. Students were forced to complete the exam.	score. It was one of only a few questions related to interpersonal communicatio n rules which suggest more emphasis and additional coursework may be needed in this area.	cycle in Spring 2025.	interpersonal communicatio n skills.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		interpersonal communication. 2. Practice positive interpersonal communication behavior while reducing negative interpersonal communication behavior. 3. Demonstrate enhanced listening skills. 4. Express appropriate self-disclosure in interpersonal settings.							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		5. Increase interpersonal communication confidence. 6. Evaluate the effectiveness of interpersonal communication skills. 7. Engage in productive self-monitoring of interpersonal communication events. 8. Identify and analyze non-verbal interpersonal communication.							

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

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
2	**Competency 2:** Communication Objective: Communicate effectively through writing, reading, and speaking	COM 231: Public Speaking Students will present a persuasive speeches. The speech will be graded using a rubric based on six factors: Followed Monroe's Sequence, Mechanical Aspects, Research, Work Cited, Overall Appearance, and Grammatical Aspects. The rubric will assess the following student	On average, students completing the persuasive speech will earn at least 70% of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.	Fall 2023 Mean = 89%	The success criteria were met. The mean score increased to 89% for Fall 2023. This up from 83% for Spring 2022. All students in COM 231 complete a Persuasive Speech and Persuasive Speech outline.	The most glaring weakness is not being able to assess all COM 231 students in the same way. This makes it difficult to develop actionable items to improve the course. While all students met the mean success criteria, students did the worst on one item in the rubric. That item was the use of	The action plan was not implemented. Not all COM instructors used the rubric. This was in part due to the turnover in the full-time COM position and the heavy use of adjunct instructors. COM will return to the assessment cycle in Spring 2025. Only one section was evaluated.	The Action plan for the next assessment cycle is to review the current assessment and Rubric to see if it is appropriate moving forward. The college recently hired a new full-time communications instructor. The instructor will be meeting with supervisors and adjuncts to either develop a new assessment or	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		learning outcomes: 1.Demonstrate improved oral and written communicatio n skills. 2. Put theory into practice in constructing and presenting oral reports on a variety of topics. 3.Accomplish college-level research to achieve specific speech goals. 4. Use organizational tools such as				Visual Aids. Only 75% of students met the mean success criteria. This suggests more focus is needed in the class regarding the need and proper use of visual aids in presentations.		refine the older one.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		full sentence outlining for writing and presenting speeches.							
2	**Competency 2:** Communication Objective: Communicate effectively through writing, reading, and speaking	ENG 111: Writing & Inquiry Students will keep a portfolio of their major writing projects and supporting materials throughout the semester. Students will be instructed near the end of the semester to select one of their major writing projects to	On average, students completing the assessment will earn at least 75% of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.	Spring 2024 Mean = 65.72%	In terms of the method of the assessment, there were multiple strengths that the department recognized when the assessment cycle was completed. There was a great sense of organizatio	One of the biggest issues we saw after the assessment data was complete was the inaccuracy of data entry. Our department has never completed assessment through an online data-based platform. When some of the data that was collected seemed to	Last year, the English Department took a break from ENG111 assessment with full intentions of crafting future goals that would enhance our process. After the last assessment period, our department created goals to implement a completely online	As stated above, the various findings from the data collection have led us to some specific areas of professional development. Our goal before the next assessment cycle is to ensure the following professional development opportunities are made	**2**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		revise. Students will revise the essay. They will then write an approximately two-page reflective cover letter that explains why they selected the major work to represent their best project of the semester. The cover letter will also reflect on their understanding of the writing processes as it relates to their revised writing project. The revised writing project and the			n in how the assessment was conducted and using the Microsoft Form opened up a lot of opportunities for data collection (conducted by Dr. Patricia Williams) that we were never able to collect in the past. We were able to	have inconsistencies, Dr. Williams realized that a lot of these inconsistencies were due to the way the data was entered into the form by the instructors/ assessors. There were various methods of spelling, incorrect section entries, etc. Many instructors lack experience in data entry, and there is a	version of the ENG111 assessment. In the past, we were using various online platforms (such as SharePoint) to gather final portfolios, and then we were filling out Microsoft Word Documents that had a rubric for each student in each section. We began researching	available to faculty: 1) The importance of accurate data entry during assessment 2) Various concepts in writing that did not meet standards in data outcomes 3) Individual conversations/ recommendations by Gerri	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		corresponding cover letter will serve as the completed portfolio for the purpose of assessment Portfolios from selected sections of ENG 111 will be read by two readers and given a score of Meets Expectations or Does Not Meet Expectations based on a scoring rubric. If the two scores are different, the portfolio will be read by a third reader. The score for			collect data that showed the overall department outcomes, and we were also able to collect data that represented each section and the faculty who taught that particular section. The data was able to indicate question by	need for professional development to talk about the importance of consistent data entry, spacing, etc.	various avenues to make this a seamless and data-focused process. We wanted to create a Microsoft Form of the rubric, so it was easy and accessible for faculty to fill out, to create and access data, and facilitate a more updated version of keeping track of assessment records that	Dobbins to improve individual classroom outcomes and overall performance measures We also plan to revisit the Microsoft Form and get faculty feedback in ways the form can be improved in terms of content and being user-friendly for the assessor.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		the portfolio will be whatever has two scores align. The rubric will assess the following student learning outcomes: 1.Compose texts incorporating rhetorically effective and conventional use of language 2. Shows understanding of writing as a recursive process			question data, including concepts around thesis statements, organization/ structure of body paragraphs, cohesion, word choice, and other important writing concepts. This data was able to facilitate conversations		we could review. We implemented this plan in Fall 2023.	After considering the feedback, edits will be made and reassessed before the next assessment cycle.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		3. Demonstrates ability to reflect upon and explain their writing strategies			(conducted by the department lead- Gerri Dobbins) that pointed out areas of growth, areas of needed improvement, and ways to create places for professional development individually and as a department.				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					Essentially, it enabled Ms. Dobbins to have a screenshot of data to help with instructor evaluations and performance measure outcomes for each course. In terms of the department data we collected, we were able to get a clear				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					screenshot of necessary areas of improvement. We need to work on SLO 1 and 3 to achieve a passing rate of 70% or higher. This means that we need to be having proactive conversations about goals focused on ensuring students				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					fully understand the writing process, as well as how to apply writing concepts to their finalized portfolio essay. The other areas that need improvement (and scored below a 70%) are introductions, thesis statements, clear transitions				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					(lowest score), editing/ grammar, conclusions, and holistic grading. Before the next assessment cycle, we will talk about professional development opportunities to help us as individuals and as a department in order				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					to improve these areas that are not meeting standards.				
2	**Competency 2:** Communication Objective: Communicate effectively through writing, reading, and speaking	ENG 112: Argumentative Based Research and ENG 114: Professional Research & Reporting Students will be given an oral assessment. Each oral presentation will be between 4.5 –6 minutes. An assessment team of two instructors will	On average, students completing the oral assessment will earn at least 70% of their available points to demonstrate their ability to communicate effectively through writing, reading, and speaking.	Spring 2024 Mean = 86.8%	The success criteria were met and improved. 86.8% We recommended students use StreamYard because it can be used with Chromebooks.	Students continue to not cite sources verbally in their presentations. Lack of evidence was commented on in many of the assessments. Students continue to struggle with the technology. Some presentations	Presentation directions and technology directions were created and distributed via email and Teams. Assignment instructions were updated to indicate that presentations needed to be arguments	Department needs to discuss standards and requirements for presentations specifically around argumentation and evidence in presentations. Instructors should review their presentation requirements to ensure citation and	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		visit sections during oral presentations. Each member of the team will use a rubric ranging from 1 to 5 to score the presentations. The average score will result in the score for the presentation. In cases when the two members of the team differ in their scoring on a given presentation by more than one, the score assigned by the instructor of record will be			The percent of presentations that could not be assessed was reduced from 17% last year to 6% this year.	did not have sound, and others did not know how to use technology correctly. We need to make sure students have time to practice using the technology and to create presentation scripts before assessments. Data entry on Microsoft Form was inconsistent. Issues included not spelling students name	and include citations. Norming sessions were not conducted due to semester time constraints.	documentation is required. Departmental norming session is needed in the Spring semester before assessments are completed. Two sections required third viewing in half of the presentations indicating norming is needed. Video platform needs to be reviewed and possibly changed. A	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		averaged into the presentation score and the result would be the student's final score. The rubric will assess the following student learning outcomes: 1. Develops each part of an oral presentation fully and thoughtfully. 2. Presents presentation with a clear focus and				correctly, adding extra spaces to names, and skipping students. Instructors were unsure when to mark "unable to assess" which helps us track the amount of technology issues. Some instructors could not access StreamYard on campus due to firewall issues.		Microsoft online platform would be preferred to further reduce access issues.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		logical organization 3. Proficient use of syntax, diction, and transitions. 4. Extemporaneous delivery with limited use of notes. 5. Correct attribution of source material.							
Competency 2: Communicate effectively through writing, reading, and speaking - Total									**14/16**
3a	**Competency 3:** Mathematical and Scientific Reasoning	MAT 110: Math Measurement & Literacy	On average, students completing the final exam will earn at least	Fall 2023 Mean = 76.33%	The success criteria was met.	Concepts from questions #8, 10 and 25.	The Action Plan was implemented, and the students are getting a	We will continue to use appropriate active learning opportunities	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	Students will complete a comprehensive final exam. The final exam will contain 51 multiple choice questions and 13 short answer questions, all of which will be used to assess the following student learning outcomes: 1.Demonstrate estimation skills and justify results. 2.Use dimensional analysis to	70% of their available points to demonstrate their ability to analyze mathematical problems and quantitative data to make logical decisions.				more concrete understanding of the material. The Success Criteria was met (76.33%).	and teaching strategies to continue to provide an excellent learning environment.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		convert units of measurement. 3.Employ fractions, percentages and proportions to solve contextual problems. 4. Compute geometric measurements of perimeter, area, volume and angles. 5. Use technology to analyze and interpret elements of personal finance.							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		6. Compare and contrast measures of center and measures of dispersion. 7.Interpret tables, charts, and graphs and communicate results.							
3a	**Competency 3:** Mathematical and Scientific Reasoning Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	MAT 121: Algebra/Trigonometry I Students will complete a comprehensive final exam. The final exam will include both multiple-choice questions and free-response questions. The	On average, students completing the final exam will earn at least 70% of their available points to demonstrate their ability to analyze mathematical problems and	Fall 2023 Mean = 65.5%	Solving linear systems of equations using a particular method (elimination/substitution) was a strength for the students.	Some basic trig (conversion of angles) and giving students freedom in solving a system of linear equations.	A lab will be created to do in class that involves solving equations. A lab will be created to do in class that involves a variety of quadratic	Some opportunities for active learning activities as well as instructor-guided labs/projects for basic trigonometry problems and identities.	**2**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		free-response questions will be graded using a rubric. The entire final exam will be used to assess the following student learning outcomes: 1. Use geometric principles to solve industrial application problems involving perimeter, area, and volume. 2. Employ basic algebraic operations to simplify,	quantitative data to make logical decisions.				equation applications	Maintain the labs for algebraic concepts	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		evaluate, and solve proportions, radical and other algebraic functions, equations, and inequalities. 3. Perform basic algebraic operations involving complex numbers. 4. Solve applied problems using trigonometric principles involving right triangles. 5. Solve applied problems using							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		systems of equations involving two and three variables. 6.Use technology to solve practical problems and communicate results.							
3a	**Competency 3:** Mathematical and Scientific Reasoning Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	MAT 143: Quantitative Literacy Students will complete a comprehensive final exam which consists of free response questions. The free response questions will be graded	On average, students completing the final exam will earn at least 70% of their available points to demonstrate their ability to analyze mathematical problems and quantitative	Spring 2024 Mean = 68.2%	This assessment maintains an acceptable level of rigor and gives a clear overview of student comprehension of core concepts.	Some basic statistical concepts like expected value and shapes of distributions Exponential functions and decay/growth functions	The Action Plan was implemented. There were mixed outcomes for this assessment. Success Criteria was not met (67.9%)	Provide opportunities for active learning Instructor-guided projects/labs will be used to solidify core statistical concepts	**2**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		using a rubric. All final exam questions will be used to assess the following student learning outcomes: 1. Judge the reasonableness of results using estimation, logical processes, and a proper understanding of quantity. 2. Utilize proportional reasoning to solve contextual problems and make	data to make logical decisions.						

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		conversions involving various units of measurement. 3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs. 4. Differentiate between simple and compound interest and analyze the long-term effects of saving,							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		investing, and borrowing. 5. Describe, analyze, and interpret statistical information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies. 6. Determine probabilities and expected values and use them to assess risk and make informed							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		decisions. Analyze civic and/or societal issues and critique decisions using relevant mathematics.							
3a	**Competency 3:** Mathematical and Scientific Reasoning Objective 3a: Analyze mathematical problems and quantitative data to make logical decisions.	MAT 152: Statistics Methods I Students will complete a comprehensive final exam. The final exam will include both multiple choice questions and free response questions. The free response questions will be graded using a rubric. The final exam	On average, students completing the final exam will earn at least 70% of their available points to demonstrate their ability to analyze mathematical problems and quantitative data to make logical decisions.	Fall 2023 Mean = 76%	The success criteria were met. The average score on the assessment was 76%. The assessment used for Fall 2023 was an exam administered via the MyMathLa	Potential areas of improvement would be determining linear relationships and sample proportions testing.	We have implemented the action plan and there is an increase in student success in the course.	More opportunities for active learning will be provided for these areas, including instructor-guided labs/projects. Going over concepts covered by homework sets and quizzes.	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		will be used to assess the following student learning outcomes: 1. Organize, display, calculate, and interpret descriptive statistics. 2. Apply basic rules of probability. 3. Identify and apply appropriate probability distributions. 4. Perform regression analysis.			b program. The exam consisted of 26 questions, with some containing multiple parts.				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		5. Analyze sample data to draw inferences about a population parameter. 6. Communicate results through a variety of media.							
3a	**Competency 3:** Mathematical and Scientific Reasoning Objective 3a: Analyze mathematical problems and quantitative data to make	MAT 171: Precalculus Algebra Students will complete a comprehensive final exam. The final exam will include both multiple choice questions and free response	On average, students completing the final exam will earn at least 70% of their available points to demonstrate their ability to analyze mathematical	Spring 2024 Mean = 65.2%	The assessment had the appropriate level of rigor, assessment topics varied within the course; however, the criteria	A weakness in the assessment would be topics in the linear equation modeling and transcendental functions and the asymptotes (both vertical	The action plan has been implemented, and there is a slight increase in student success in linear modeling and radical equations;	A more concise method of assessing students will be implemented and more opportunities for active learning on those topics listed above.	**2**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	logical decisions.	questions. The free response questions will be graded using a rubric. The entire final exam will be used to assess the following student learning outcomes: 1. Use analytical, graphical, and numerical representations to solve absolute value, radical, polynomial, rational, exponential, and logarithmic equations with	problems and quantitative data to make logical decisions.		was not met (55% pass rate). This calls into question the data itself. Some of the data indicate there were well over 100 questions on the assessment (greater than 500 in two cases). There should have been 20 – 30 questions. Therefore, there is no	and horizontal). The assessment itself is changing to ensure that every instructor has the exact same assessment without sacrificing academic freedom.	however, overall there was a decrease in student performance.		

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		both real and complex solutions. 2. Use analytical, graphical, and numerical representations to solve absolute value, polynomial and rational inequalities with real solutions. 3. Use analytical, graphical, and numerical representations to analyze absolute value, radical, polynomial,			appropriate level of assessment interpretation useful for this report.				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		rational, exponential and logarithmic functions with both real and complex zeroes. 4. Use multiple methods to solve problems involving systems of equations and apply to decomposing partial fractions. 5. Construct the composition and inverse of functions.							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		6. Use polynomial, exponential and logarithmic functions to model various real-world situations in order to analyze, draw conclusions, and make predictions.							
Objective 3a: Use quantitative data, critical thinking, and technology to make logical decisions and solve problems. – Total									**12/20**
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and	BIO 110: Principles of Biology Students will be required to complete a dietary analysis – Nutrition Assessment. This	On average, students completing the dietary analysis will earn at least 70% of their available points to demonstrate knowledge of	Fall 2023 MEAN = 75.52%	The strength of the assignment is that students collect, analyze, and make conclusions from their	Completion rates for online students was still low. Some students have issues with keeping food journals due to concerns	Yes, the assignment was at least 5% of the overall grade and consistent rubrics were used. The increased weight of the	No changes will be made to the assessment, as discussions have began on completely changing the assessment to a common final for Fall	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	use this knowledge to analyze problems and make rational decisions.	assignment will require students to meet the following learning outcomes: 1. Students will collect nutrient intake data by reading and interpreting food labels and nutrient composition tables. 2. Students will make comparisons of their nutrient intake patterns against current established nutritional guidelines and	the natural sciences and use this knowledge to analyze problems and make rational decisions.		own nutrition data. They can use this data to make informed decisions and think critically about the food they consume.	with eating disorders. Difficulties getting data from rubrics to assessment form.	assignment did not seem to increase the completion rate for online students.	2025 to get better completion rates and avoid problems with students having issues with tracking food.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		recommendations for good health.							
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	BIO 111: General Biology I Students will complete a comprehensive final exam. The final exam will include 30 multiple choice questions which allows students to meet the following student learning outcomes: 1. Investigate and design basic laboratory	On average, students completing the final exam will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Fall 2023 Mean = 80%	All Questions with the exception of question 16 showed improvement over last assessment cycle. Question 16 had a 6% drop from the previous assessment cycle. Overall the assessment seems to be balanced and covering	Questions falling below the .7 mark included number 14, 16, 17, and 20. With the exception of question 16, all other questions showed an increase in percent change. Question 14 had an increase by 32%in success rates; Question 17 had an increase by	No action plan was completed for this cycle. No action plan was recommended based on the test becoming a field test for the new OER delivery method.	The wording on question 16 should be revisited and revised as needed. Because all questions except question 16, either showed improvement or stayed the same, it may now be time to revisit the assessment and consider changing questions, especially those questions	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		experimentation and techniques through the utilization of the scientific method. 2. Examine and relate the chemistry of life to biological processes. 3. Correlate cellular structure and function to cellular processes. 4. Attribute the mechanisms of genetics to biological patterns of inheritance. 5.Attribute and correlate			each learning outcome.	5% in success rates, and Question 20 had a 6% increase in success rates Question 16, as previously mentioned, had an overall decrease in success rate by 6%.		show values above the .9 range among all students. This would include Questions 6, 8, 9, 11, 12, 13, 21, 23, 26, and 30. Changes will not be made to the 2024 exam and will be run one more time as a field test for the new OER textbook. If assessment of questions continue to remain at the .80 pass rate then we should	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		the mechanisms of evolution to cellular biology.						consider increasing the success rate to reflect a value above .8 or consider changing the exam questions to reflect the need for constant improvement of the GEC assignment.	
3b	**Competency 3:** Mathematical and Scientific Reasoning **Objective3b:** Demonstrate knowledge of the natural sciences and use this	BIO 161: Introduction to Human Anatomy Students will complete a Scientific Method and Measurement lab. The lab will require	On average, students completing the Scientific Method and Measurement lab will earn at least 70% of their available points to demonstrate	Fall 2023 Mean = 94.8%	Students performed better in FA 24 (94.8%) than they did in any previous assessment cycle	All questions were above the Mean Success Criteria – only two, numbers 4 and 8, were lower than that other questions. Both of these required	No, there is a new instructor for this course and they were not aware of the action plans from the previous instructor.	Create a new assessment that addresses the course comprehensively, versus assessing only one body system use a different modality –	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	knowledge to analyze problems and make rational decisions.	students to meet the following learning outcomes: 1. Test the validity of a hypothesis concerning the direct, linear relationship between upper limb length and height. 2. Mathematically analyze data through the use of calculators and then represent this data graphically to verify the	knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.			critical thinking versus basic knowledge of the body system According to the SP22 report, all of the questions and answers are found online easily – this could be why the scores for all questions are so high There were two attempts allowed for this assessment, as was the case with all		perhaps 10 questions as part of the final exam because the final exam is a tightly timed exam, students should not have the time to google answers and complete the exam – so hopefully the assessment will be a better representation of what students actually know. There is only one attempt	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		validity of the hypothesis.				other case study assignments in the course. This probably created scores that are higher than they would be with one attempt. A new assessment will need to be created for FA 25, that is more comprehensive, and is delivered in a different modality, with only one attempt		for the final exam – so this will be a better assessment of student knowledge. This assessment will address the GECs for BIO 161: GEC 1: Information Literacy and Education Technology GEC 2: Communication GEC 3: Mathematical	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
								and Scientific Reasoning	
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective 3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	BIO 168: Anatomy & Physiology I The assignment consists of 7 multiple choice questions based on a case study related to skeletal system and injuries associated with it. The assessment will require students to meet the following learning outcomes:	On average, students completing the assessment will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Spring 2024 Mean = 80.37%	The new assessment still requires critical thinking and problem-solving skills, but questions now apply to all systems covered during the semester.	This assessment provided higher level thinking questions and was better than the previous assessment at helping student draw system wide themes, rather than the focus on just one system in the old GEC Many of the exam questions were compromised	We didn't get it implemented in the Fall because we were transitioning to a new OER textbook, but it was implemented in SP24 Each instructor was asked to submit questions from each Chapter/Unit to be used in the new, comprehensive assignment.	All instructors need to name the assessment with the same convention - BIO 168 Final Exam Part 1 GEC All instructors should provide the same window of availability. Dates ranged from 4-7 days The next assessment will be available for 4 days only Faculty will need to review the Respondus	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		1. Name, describe, and identify the long bones of the arm/forearm. 2. Compare and contrast bone tissue: spongy bone versus compact bone. 3. Identify steps of fracture repair. Describe components of a soft callus. 4. Apply critical thinking by identifying which bone pathology can				when the Respondus Monitor was not used. Questions will need to be revised so they cannot be easily accessed on the Internet or "Study" websites There were 3 duplicate questions on the exam that was offered with Random questions. This is not occur on the other GEC deployments. Going forward, the	The previous assessment only address concept from the Skeletal System and not all 4 systems studied in this course. Although not every instructor opted to share questions for the new assessment, it is comprehensive for the entire course and all systems studied.	videos to ensure academic honesty and compliance. All instructors need to deploy the assessment using Respondus Lockdown and Monitor. The instructors will need to redo this assessment because some instructors did not use the Lockdown Browser and Monitor and now the questions are mostly available on	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		lead to potential neurological symptoms. 5. Apply critical thinking by identifying potential pathology that can result from an open fracture.				GEC will not be offered with Random Questions There was a unique question on the exam that was offered with Random questions. This question was not found on the other GEC deployments. Going forward, the GEC will not be offered with Random Questions There was one question that related a	This type of assessment (partial common Final Exam) is what the Gen Bio courses are offering as the GEC measurement tool	the "Study" websites. Therefore, some students were able to do a quick internet search and find the entire question, and all responses, including the correct answer. This defeats the purpose of the assessment since this assessment is now more of a measure of who accessed the Internet vs who didn't. All instructors should weight	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						function to the Urinary System. Although the team talked about the Urinary System in BIO 168, this is not a system that we discuss in depth until BIO 169. This question needs to be changed to reflect 2 or more systems from BIO 168. One question had an incorrect answer marked as the correct one - this will be		the assessment the same. Most included the GEC as part of the final exam grade. One instructor offered the GEC as 50 points of extra credit. The GEC should be combined with any individual Final Exam (Part 2) to be equivalent to 20-30% of the Final Grade. The GEC will not be offered as Extra Credit. Questions	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						updated to reflect the correct answer In general, students struggled with questions about Fluid balance Membrane transport, primarily as it relates to fluid balance Homeostasis/ equilibrium, primarily as it relates to fluid balance Identifying the 5 special senses		should not be randomly deployed. This makes analysis difficult	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						compared to the general 5 senses			
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	CHM 130/130A: General, Organic, & Biochemistry Students will complete a Radioactive Dating Game lab assignment which will require students to meet the following learning outcome: 1. Using the language of chemistry, identify and explain basic	On average, students completing the Radioactive Dating Game lab will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Fall 2023 Mean = 73.28%	Overall, students did well on this assessment earning a total of 73.28% of the possible points. Students continued to do well on half-life and decay predictions and selection of the appropriat e element for dating. The class	There needs to be better clarification and emphasis in the directions that the students cannot include the living years when calculating how long the tree has been dead in the Reading Graphs section. It is not clear to the students in the instructions	Students were able to easily locate the submission dropbox for the assignment N/A as question was removed The multiple-choice answers significantly improved the average for this section, which was 100% for the Fall 2023 data.	A paragraph will be added to remind the students that they must perform a calculation to remove the number of years that the tree was living. This was described in the video, but will be emphasized again in the instructions. The instructions will include “C-14 or U-238” in	**2**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		chemical concepts and processes related to allied health. 2. Make observations, neatly and completely record data, and interpret results.			showed full understanding of the rock age prediction after struggling with it in the past. Students excel at analyzing data and making rational decisions – the selection of the appropriate element for dating section require students to synthesize knowledge	that they must choose between C-14 and U-238 in the Applying Knowledge section. They often use a custom isotope, which is not considered an element. The assignment is too distant from the time that students learn the material. The assignment date should be moved earlier in the semester between the	Students were above the Success Criteria Mean for Selection of Appropriate Element for Dating where the column heading was updated. The video did not seem to increase the overall mean score, which fell from 75.93% to 73.28%. However, it did decrease the number of questions about how to	parentheses to indicate the only options in the Applying Knowledge section. The assignment date was moved earlier in the semester between the first and second lecture exam. The rubric will be edited to include 25% and 75% options to allow for a larger spectrum of	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					from several different areas of education and to apply their understanding of half-life.	first and second lecture exam. Radioactivity is covered in Unit 1 Material in Chapter 2 of the textbook. The rubric is too strict compared to the percentage given for each section. Students may be 80% correct in some sections, but receive a 50% based on the simplicity of the rubric.	navigate the simulation and aided in answering student questions about the simulation.	scores for each section. Most of the steps will not be implemented until Spring 2025 due to implementing the assignment earlier in the semester this year. However, students were graded to allow for custom isotopes as correct answers in the Applying Knowledge section this semester, if	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
								the custom isotope was a possible answer. This may improve the Applying Knowledge Mean Score until the instructions are clarified to only allow C-14 and U-238 as possible answers.	
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this	CHM 131/131A: Introduction to Chemistry Students will complete an experimental lab assignment. The lab assignment will	On average, students completing the assessment will earn at least 70% of their available points to demonstrate knowledge of	CHM 131 was not taught in the 2023 – 2024 academic year and therefore was not assessed.	n/a	n/a	n/a	n/a	**n/a**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	knowledge to analyze problems and make rational decisions.	require students to master the following student learning outcome: 1. Students will plan, perform, and document an experimental procedure.	the natural sciences and use this knowledge to analyze problems and make rational decisions.						
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to	CHM 151: General Chemistry I Students will complete an experimental lab assignment. The lab assignment will require students to	On average, students completing the assessment will earn at least 70% of their available points to demonstrate knowledge of the natural	Fall 2023 Mean = 73%	Students had no issues with determining the constituent colors of their unknown, determining the lambda max from a	The question that scored below the Pv Score is the question on calculating the molarity of a dilution. Students make the common error of using the volume of	Yes, please indicate the Impact of Changes from the Previous Cycle. The action plan to provide the students with more	The action plan for the next assessment period will be to add one or two dilution questions, of this kind, to the student's homework and lecture activity	**2**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	analyze problems and make rational decisions.	master the following student learning outcomes: 1. In the laboratory, students will use the tools of the laboratory to collect and analyze experimental data. 2. Students will demonstrate the ability to use a computer to plot graphs using Excel and interpret graphical data to reach conclusions.	sciences and use this knowledge to analyze problems and make rational decisions.		graph, and identifying the two wavelengths needed for finding the concentration of two dyes in a mixture. Students performed reasonably well when calculating the concentration of an unknown using the Beer's Law graph and in making more solution	water as the final volume, instead of adding the volume of water to the volume of stock used for the final volume.	examples of how to make a solution from scratch was incorporated into the curriculum. This was accomplished in the form of a GEC pretest/ quiz. Students had multiple attempts to take it. As a result of this implementation, the percentage of points for making solutions from scratch on the Fall 2023 GEC	assignments. This will give the students a higher stakes example which may have a longer lasting impact on learning.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		3. Students will demonstrate an understanding of the empirical nature of science and Scientific Method. This will require that students plan, perform, and document an experimental procedure. This includes development of a hypothesis, design of an experiment, safe conduction of the					exam increased by 12.71 points from the previous year. The percentage of points for making solutions from scratch for the Fall 2022 and Fall 2023 GEC exams was 67.61% and 80.32%, respectively.		

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		experiment, documentation of the results, and proposed modifications to the experiment.							
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	GEL 111: Introductory Geology Students will complete a comprehensive final exam. The exam consists of slide identification, multiple-choice, true/false, matching, and short answer questions. The final exam will contain 25	On average, students completing the final exam will earn at least 70% of their available points to demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions.	Fall 2023 Mean = 90%	For the current Fall 2023, Questions 5 and 14 will change back to multiple-choice questions, and Questions 22 and 23 will change from multiple-choice to short essay	Parameters to improve academic integrity are weak. Academic Integrity was identified as a goal in 2022. However, in 2023 no proctoring was used on the Assessment (Final Exam). Without a Lockdown Browser, the	Data collected from each semester since Fall 2019 has shown learning outcomes and general education competencies are being successfully met and were improving through Fall 2022.	Require Respondus Lockdown Browser Require Respondus Webcam Monitoring Require faculty to observe video recordings, looking for students who are reading questions aloud or using	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		questions, all of which will be used to assess the following student learning outcomes: 1. Explain fundamental geologic concepts including earth structure, plate tectonics, rocks and minerals, rock cycle, crustal deformation, surficial processes, earth resources and geohazards.			responses.	Publisher's content is easily found in a quick Internet search.	For Fall 2022, the Overall Assessment Success Mean Score for this analysis fell from 91.48% in 2022 to 90% in Fall 2023. Questions 5 and 21 scored below the Pv score again in this assessment, although Question 5 decreased from 80% to 59%. Question 21 decreased from 55% to	a phone or other resources	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		2. Apply the basic methods of scientific inquiry in the context of geology. 3. Recognize and quantify the operation of Earth system processes over geologic and human timescales and over local, regional and global spatial scales. 4. Manipulate, interpret and construct visualizations of geologic data using					29%. This question addresses the Learning Outcome "Describe how Earth's atmosphere and oceans formed and evolved through time."		

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		maps, graphs, and contemporary technology. 5. Demonstrate an appreciation for the societal relevance of geology and the impact of humans on the earth system							
3b	**Competency 3:** Mathematical and Scientific Reasoning Objective3b: Demonstrate knowledge of the natural sciences and use this	PHY 110/PHY 110A: Conceptual Physics Students will complete a comprehensive final exam. The exam consists of multiple-choice,	On average, students completing the final exam will earn at least 70% of their available points to demonstrate knowledge of the natural	PHY 110 was not taught in the 2023 – 2024 academic year and therefore was not assessed.	n/a	n/a	n/a	n/a	**n/a**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	knowledge to analyze problems and make rational decisions.	true/false, and matching problems. The final exam will contain 100 questions, divided into five sections. Six questions from each section will be used to assess the following student learning outcomes: 1. Solve simple algebraic equations by using appropriate formulas and units. 2. Apply Newton's three	sciences and use this knowledge to analyze problems and make rational decisions.						

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		laws in classical mechanics applications involving static and kinetic equilibrium, constant acceleration, conservation of momentum and mechanical energy, work, and power. 3. Apply the intrinsic physical properties of matter in relation to density, heat expansion, heat capacity, states of matter, and the kinetic							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		theory of matter to explain the relationships between heat and temperature and the first two laws of thermodynamics. 4. Identify the properties of waves, in particular those of sound and light. 5. Use the properties of electricity and magnetism to be able to explain simple circuits and Ohms Law, and							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		electromagnetic devices such as electromagnets and transformers. 6. Apply the theories of quantum mechanics and nuclear physics to explain the photo electric effect, black body radiation, emission spectrums, and natural and artificial nuclear processes.							
Objective 3b: Demonstrate knowledge of the natural sciences and use this knowledge to analyze problems and make rational decisions. - Total									**21/28**
3c	**Competency 3:**	CIS 110: Introduction to Computers	On average, students completing	Spring 2024	We will continue to use the	With only three questions	Instructional videos were added to all	Our main goal is to make sure	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Mathematical and Scientific Reasoning Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.	Students will complete a comprehensive final exam. The exam will consist of 50 multiple choice questions, all of which will be used to assess the following student learning outcomes: 1. Demonstrate proper use of terminology in relation to information technology. 2. Use critical thinking to identify legal, ethical, social,	the final exam will earn at least 70% of their available points to demonstrate knowledge of the role and function of computers to solve problems.	Mean = 92.4%	final exam; however, we will be adjusting the learning outcomes starting with the spring semester.	scoring low, we will look at these as we update the course – new content is coming out	Microsoft Projects. These videos reviewed Project A and then students completed Project B. We continue to have ongoing conversation s about the changes we need to implement in the course. Achieving a good balance between learning activities and assessments takes time. Critical thinking	our course outcomes are structured so that we can measure them accurately. We will begin doing a major upgrade to this course starting for implementat ion in the Summer of 2025, and will be working on making changes in 2024 – 2025.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		and security issues related to the different areas of information technology, including ways to safeguard against computer viruses, worms, and Trojan horses. 3. Demonstrate knowledge of current application packages (including word processing, spreadsheet, database, and presentation tools) and operating systems					assignments were added to several concept chapters.		

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		(including basic operating system functions) and the relationship between them. 4. Demonstrate knowledge of how the Internet and World Wide Web work, including explaining how to view pages and search for information on the Web. 5. Demonstrate understanding of the inter-relationship between hardware,							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		application packages, systems software and servers.							
3c	**Competency 3:** Mathematical and Scientific Reasoning Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems.	CIS 115: Introduction to Programming and Logic Students will complete a comprehensive final exam. The exam will consist of 100 multiple choice questions, all of which will be used to assess the following student learning outcomes: 1. Apply control structures.	On average, students completing the final exam will earn at least 70% of their available points to demonstrate knowledge of the role and function of computers to solve problems.	Spring 2024 Mean = 92.4%	This assessment measures all the learning objectives of the course. The assessment uses a variety of questions from recall to critical thinking to assess a student's learning.	At this point in time, nothing will change about assessment.	The mean decreased from 94% to 92.4%.	This course has been updated with new content. The learning outcomes are being reassessed and may change. We are also reviewing course outcomes.	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		2. Apply top-down algorithmic design. 3. Implement algorithmic solutions in a programming language. 4. Proper use of terminology in relation to information technology. 5. Utilize current application packages and operating systems. 6. Understand the interrelationship between hardware, application packages,							

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

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		basic control structures. 14. Explain object-oriented environments vs. standard environments. 15. Recognize the need for various data types and implement them. 16. Utilize interactive input. 17. Utilize various selection methods. 18. Use repetition. 19. Use built-in functions and introduction to user-defined functions.							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		20. Understand of variable scope. 21. Students will be able to discuss at least one of the top ten programming countries and describe the differences in programming environments with the United States.							
Objective 3c: Demonstrate knowledge of the role and function of computers to solve problems. - Total									**8/8**
Competency 3: Mathematical and Scientific Reasoning - Total									**41/56**
4a	**Competency 4:** Humanities and Fine Arts Objective 4a: Demonstrate	PHI 215: Philosophical Issues Students will take a	On average, students completing common questions on	Spring 2024 Mean for Final	The text was changed to OER materials.	Going to a larger percentage for the discussion	The changes were made, but there was not a positive	Add supplemental materials.	3

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	knowledge of philosophical beliefs, assumptions, and values.	comprehensive final exam containing common questions, Final Exam Part 1 is used for the assessment 1. Explain and apply a general definition of "philosophy." 2. Explain and discuss the philosophical and social implications of various theories concerning such issues as: "free will and determinism," philosophy of religion, ethics,	the final exam will earn at least 70% of their available points to demonstrate their knowledge of philosophical and/or religious beliefs, assumptions, and values.	Exam Part 1 = 80.4%	The discussion question will now count 30% of the final exam.	question helped.	impact due to the shortened course time and a lack of supportive materials due to this being the first time using OER. Part 2 of the final exam should not be used as part of the assessment.		

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		and metaphysics.							
4a	**Competency 4:** Humanities and Fine Arts Objective 4a: Demonstrate knowledge of philosophical beliefs, assumptions, and values.	PHI 240: Introduction to Ethics Students will take a comprehensive final exam and only Part 1 is used for the assessment.	On average, students completing assessment will earn at least 70% of their available points to demonstrate their knowledge of philosophical and/or religious beliefs, assumptions, and values.	Spring 2024 Mean Part 1 = 84.15%	The assessments appeared to do well as the mean was above the success criteria needed	Unfortunately, one of the instructors did not use the correct assessment, ensuring all instructors use the same assessment is needed.	The changes were implemented by one of the instructors. Part 1 of the final exam is the assessment. It exceeded the benchmark.	Ensuring all instructors use the same assessment is needed.	**3**
Objective 4a: Demonstrate knowledge of philosophical and/or religious beliefs, assumptions, and values. - Total									**6/8**
4b	**Competency 4:** Humanities and Fine Arts Objective 4b: Demonstrate	ART 111: Art Appreciation Students will take a comprehensive	On average, students completing the twenty-five common	Fall 2023 Mean = 90%	The assessment average indicates that	Although no questions scored below the required level, some	The final assessment has not been modified yet to include	As our Department Goal, we are going to create a	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	knowledge of cultural and artistic significance within the fine arts.	final exam containing twenty-five common questions. These questions will require students to: 1. Trace the origins and historical development of art. 2. Recognize the major artistic periods and styles. 3. Identify the various roles of the artists. 4. Analyze how conventions, culture, and	questions on the final exam will earn at least 80% of the available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.		students met the objective. Students consistently perform well on the Art 111 assessment. The exam incorporates slide identification and covers a broad range of questions from elements and principles, all art mediums, and art history. No questions	questions didn't do a good job of separating high-performing students from lower-performing ones. To improve, we could focus more on understanding key concepts, like in question #7 (Jean Tinguely's Homage to New York) and question #24 (the Greek roots of the word photography). Adding more	more slide identification and short answer questions because we adopted a new edition of the textbook which required substantial updates to our Blackboard shells.	whole new assessment for the ART-111 courses. We will decide whether to include more slide identification questions and introduce more short-answer or conceptual questions to deepen students' engagement with the material. We will consider reviewing and possibly replacing questions	

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				Results	Strengths	Areas for Improvement			
		tradition contribute to meaning of an artwork. 5. Analyze the relationship of design principles to various art forms including but not limited to drawing, sculpture, painting, and architecture. 6. Identify the processes and traits of those and other media, including printmaking and camera arts.			were below the benchmark of 80%. As a group, we will work on reviewing the current assessment and decide where we might need to update/change questions—such as adding short answer and more slide identification.	short-answer or concept-based questions might help better distinguish between students' performance.		with low Pb scores to ensure they better differentiate between student performance levels. We will consider incorporating more questions that focus on critical thinking, such as comparing and contrasting different art movements or mediums.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
4b	**Competency 4:** Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	ART 114: Art History Survey I Students will take a comprehensive final exam containing 50 common questions. These questions require students to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	On average, students completing the fifty common questions on the final exam will earn at least 80% of their available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.	Fall 2023 Mean = 94%	Exceeded success criteria	Students analysis of the Stele of Hammurabi. Students understanding of the Archaic ideals.	Implement a Discussion Forum and Written Assignment. Students' scores had significant growth for below the Mean Success Criteria Pv Score questions form FA23.	Adding a written assignment for Stele of Hammurabi that asks to analysis the code and laws. Adding a discussion forum on the Archaic ideals and discuss the differences between Kouros and kore statues.	**4**
4b	**Competency 4:** Humanities and Fine Arts	ART 115: Art History Survey II	On average, students completing the fifty	Fall 2023 Mean = 93%	Final Assessment will be updated to	#19 – This question is about Jan Vermeer. Will	New textbook has been adopted for	Review how students are scoring on the new Final	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	Students will take a comprehensive final exam containing 50 common questions. These questions require students to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	common questions on the final exam will earn at least 80% of their available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.		use new questions from the newly adopted textbook, focusing on a broad range of art periods, and artists.	make sure to emphasize his importance in the PowerPoint. #26 – Need to reiterate what events sparked Neoclassicism. #38 – Need to share an additional resource that explains Pictorialism in photography. Overall, will need to review new Assessment and how well students learn. Add a	ART 114 and 115 classes, with a more global perspective. Quiz questions were adjusted to include more Slide Identification and understandin g questions. Activities that require more class discussion have been added and all written assignments updated to be more	Assessment with new material Review how well students do on the Final Art Analysis Paper and if it is helping an overall understanding of the material. Continue to refine the new Ultra Blackboard Art 114 and 115 courses with better instructions on the Assignments and Activities	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						study guide for the final assessment that lists terms and Artists to know.	engaging and personal. New textbooks PowerPoints have detailed notes and images for students to review. I've added a Final Art Analysis Paper to the class, to diversify activities and to further develop students critical thinking skills.	that connect history to now.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
4b	**Competency 4:** Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	MUS 110: Music Appreciation Students will take a comprehensive final exam containing twenty-five common questions. These questions will require students to: 1. Explain the stylistic ideas and musical context that mark the six major periods of Western music: Middle Ages, Renaissance, Baroque, Classical,	On average, students completing the twenty-five common questions on the final exam will earn at least 70% of their available points to demonstrate their knowledge of cultural and artistic significance within the fine arts.	Fall 2023 Mean = 82%	The assessment covers a variety of broad topics that students should know after completing a music appreciation course. The test is relatively short and easily completed within the 35-minute time limit. Both instructors offered the same assessment in FA 2023.	It appears that the listening examples embedded in the MUS 110 assessment are no longer active. Perhaps there have been changes/upgrades in Blackboard that are no longer compatible with examples from Archive.org. If this is the case, questions 5, 8, 11, 12, 15, 16, 18, 19, 20, 22 and 23 will have to be changed or	Questions on the assessment were tweaked or changed for clarification. In the 2022 Assessment review, there were 10 questions that scored below the Mean Success Criteria. Now there are seven.	We will have to find out if listening examples can be embedded in Blackboard. If not, there will be no listening examples on the MUS 110 Assessment.	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		Romantic, and 20th Century. 2. Trace the development of the musical styles of the Western world within a historical perspective.				deleted. Many of the questions that scored below the mean are listening examples.			
4b	**Competency 4:** Humanities and Fine Arts Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts.	MUS 112: Introduction to Jazz Students will take a comprehensive final exam containing 27 common questions. These questions require students to: 1. Recognize and discuss	On average, students completing the twenty-seven common questions on the final exam will earn at least 70% of their available points to demonstrate their knowledge of	**Fall 2023** Mean = 89.2%	The assessment questions align with course and module objectives very well. The assessment is a mix of materials covered in all aspects of the course.	There are no weaknesses in the questions or the concepts being covered. It is as basic as it can be for an introduction course. Minor adjustments can always be made to provide greater clarity.	Questions revised as needed to provide clarity.	Reword questions as needed to ensure clarity.	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		core jazz concepts including theory and pattern. 2. Trace the origins and development of styles of jazz music within a historical perspective. 3. Compare and contrast the different styles of jazz music including ragtime, New Orleans jazz, Chicago jazz, swing, bebop, cool, mainstream jazz, and classicism.	cultural and artistic significance within the fine arts.		The overall knowledge is general and usually only involves the basic concepts from different time periods of Jazz. It is a goal to make sure that the assessment is a clear representation of what is covered in the course.				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		4. Identify the key musicians and recognize their contributions and major compositions.							
Objective 4b: Demonstrate knowledge of cultural and artistic significance within the fine arts. - Total									**19/20**
4c	**Competency 4:** Humanities and Fine Arts Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context.	**ENG 231**: American Literature I **ENG 232**: American Literature II **ENG 241**: British Literature I **ENG 242**: British Literature II Students will create a presentation that demonstrates	On average, 75% of students completing the presentation will score a 3.0 or better on the assessment to demonstrate knowledge of literary works within a historical	**SP 2024** **ENG 231** Mean = 68.8% **ENG 232** Assessment not provided Mean = ##% **ENG 241** Mean = 95% **ENG 242** Mean = 87%	**ENG 231** Now that English department faculty have had two assessment cycles to consider the efficacy of this process, there is much more buy-in. **ENG 232**	**ENG 231** We have too few tests. To give instructors more options for assessment, we need to develop additional tests with other literature texts. Questions that may be	**ENG 231** The action plan from the previous assessment was not submitted. This is primarily because the need for English 231 had diminished considerably due to demands	**ENG 231**: A new literature assessment group will need to be formed to work on additional tests on other literature texts. This group will also re-evaluate the efficacy of questions in	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		how a sample of literature represents important historical and cultural elements of its period and/or how the literature connects to contemporary culture and themes.	and cultural context.	**AVG of the Above MEANS** = 83.6%	no assessment provided **ENG 241**: The multiple-choice option is a much more efficient way to collect data. In addition, it does not have the problem of subjective grading that the presentations had. Now that faculty have had more time to consider	problematic need comparison work to determine if questions need to be revised. **ENG 232** No assessment provided **ENG 241**: The primary challenge of this assessment is that there are not enough literature text options to satisfy all instructors. **ENG 242** Additional literature texts need to	from our county's high schools for more British Literature. The instructor of the course will continue to evaluate the questions. **ENG 232:** No assessment provided **ENG 241**: To allow the ENG 241 instructor more academic freedom, they were offered the opportunity to create	the current tests. **ENG 232** No assessment provided **ENG 241** A new literature assessment group will be created, and they will continue to create multiple-choice tests, working to the appropriate level of Bloom's taxonomy. This group will analyze question 9 from the current test.	

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				Results	Strengths	Areas for Improvement			
					this assessment, there is more faculty buy-in for a multiple-choice test. The faculty member that did use this assessment had good results. **ENG 242** Now that faculty have seen two cycles of multiple-choice assessment, there is less resistance in the	be used to create multiple-choice tests to offer faculty more choices in assignments of readings. Analysis of problematic questions still needs to be performed.	their own assessment and the Department Lead would work with the instructor to make sure questions reached the appropriate level of Bloom's taxonomy. This has not yet happened. **ENG 242** This action plan was not implemented. The literature assessment team changed and	**ENG 242** A new team will be created to work on assessment for this course. More tests will be created, and questions for the current test will be evaluated.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					department to using this kind of assessment.		new members were not appointed.		
Objective 4c: Demonstrate knowledge of literary works within a historical and cultural context. - Total									**3/4**
Competency 4: Humanities and Fine Arts - Total									**29/32**
5a	**Competency 5:** Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	ECO 251: Principles of Microeconomics Students will take a comprehensive final exam containing 80 questions. These questions will require students to: 1. Understand supply, demand and equilibrium	On average, students completing the final exam will earn at least 75% of their available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their	Spring 2024 Mean= 89%	For this cycle we used a Kahoot online game to review the questions that will further instill confidence in graphing and review the problem subjects.	Questions 11,74,75 were all based on graphs. Further practice on test review and making mandatory Kahoot review so that students can have further practice to improve understanding.	From the data, students had a higher mean success score than the previous cycle. The use of more graph for, reviews on price ceilings, case practice clearly helped students	For the questions that had a low mean success criteria, more review questions will be added to the practice exam and a Kahoot game will also be used to give students more practice to further understand	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		concepts as they pertain to microeconomic theory and practice. 2. Understand how social and psychological behavior affects and is affected by economic forces. 3. Identify fundamental economic vocabulary and applying it to theory and practice. 4. Understand how graphics are applied to economic	impact on human societies.			Question 15 was on Price ceilings. Will assign more price ceiling assignments that work with price ceilings and also include in the practice test and Kahoot for further student understanding Question 16 was based on the types of goods when dealing with demand. Complementary, normal, inferior and substitute goods will be	score higher in this cycle	and score better.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		theory and practice. 5. Identify resources available to aid them in applying the knowledge of the course in their respective careers and organizations.				covered in practice exam and a Kahoot for further understanding and improvement Question 37 topic was shut down and exit within a perfect competition market. A case study will be given to make sure students obtain more practice on the subject Question 73 topic was about profit maximization in a perfect			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						competition. Each student will complete the practice in the case study from Section C above that will contain Profit maximization and also complete the review Kahoot for further understanding Question 68 was based on supply and demand and determining equilibrium from a table instead of graph. The current question may need to be			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						changed for clarity and more examples will be added to the practice exam and Kahoot for the topic for further understanding			
5a	**Competency 5:** Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	ECO 252: Principles of Macroeconomics Students will take a comprehensive final exam containing 80 questions. These questions will require students to: 1. Understand aggregate	On average, students completing the final exam will earn at least 75% of their available points to demonstrate their knowledge of the historical patterns in political, cultural, and	Spring 2024 Mean = 86.6%	For the new current cycle, more questions on the review exam will focusing on items students scored below the mean. Also a Kahoot game will	Questions 1, 2, 3, 13,58, were on graphs. We will make the practice test mandatory and students will have a mandatory Kahoot to further review and practice for better understanding	From the data, students had a higher mean success score than the previous cycle. The use of more graphs for practice, reviews on Keynesian and classical economics	Questions that student had a lower mean criterion will be added to the practice exam for further practice and understanding of the material. A Kahoot game for review and practice on	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		supply and demand concepts as they pertain to macroeconomic theory and practice. 2. Understand how household, business, governmental and international trade sectors affect and are affected by economic forces. 3. Apply fundamental economic vocabulary to theory and practice.	economic life and their impact on human societies.		be mandatory in order to further students practice and understanding of the topics that scored below the mean	Question 9 was based on the types of goods when dealing with demand. Complementary, normal, inferior and substitute goods will be covered in practice exam and a Kahoot for further understanding and improvement Question 33, 65 was on Keynesian and classical economics. Give assignment comparing Keynes and	assignment, Monetary and fiscal videos helped understanding on the tools of the policies. Case practice and quiz on topics of comparative advantage clearly helped students score higher in this cycle.	questions below the criteria will be made so that students can have opportunity to quiz themselves for better outcomes.	

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				Results	Strengths	Areas for Improvement			
		4. Understand how fiscal and monetary policies are applied to stimulate and grow the economy. 5. Identify resources available to aid students in applying the knowledge of the course in their respective careers and organizations.				neo classical economics. Also add questions on the comparison to the Kahoot review game Questions 70, 71 were on fiscal and monetary policy. Students will have additional assignments and video outlining expansionary and contractionary policy with emphasis on both policies' tools. A Kahoot with			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						specific questions on fiscal and monetary policy will be added to the review to further practice and place emphasis on the understanding of these policy tools Question72 was on scarcity and tradeoffs. A video on the production possibilities curve will be given to enhance the understanding of scarcity and			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						tradeoffs. Students will have a mandatory Kahoot to further review and practice for better understanding Question 39, 74 was on CPI. The process of computing CPI will be enhanced with a video and additional assignment. Also, questions will be added to a Kahoot so that further understanding and practice will enhance			

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				Results	Strengths	Areas for Improvement			
						student outcome Question 78 was on comparative advantage. Comparative advantage and international trade questions will be added to chapter quiz to further practice the definition and understanding . Also, and students will have a mandatory Kahoot to further review and practice for better understanding			

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				Results	Strengths	Areas for Improvement			
5a	**Competency 5:** Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	HIS 111: World Civilizations I Students will take a comprehensive final exam containing twenty common questions. These questions will require students to: 1. Evaluate the impact of political change on the development of human societies. 2. Evaluate the impact of economic change on the development	On average, students completing the twenty common questions on the final exam will earn at least 75% of their available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	Spring 2024 Mean = 93%	The new HIS 111 Ultra course will only have Six Modules, Six Quizzes, Three Tests and Six Discussion Threads to make the course more precisely organized as well a mirroring the style of my POL 120 format.	All items were above the success criteria, no changes will be made	The mean increased from 85% to 93%	No changes will be made at the present time as the course will be converting to Blackboard Ultra by FA 2025	4

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		of human societies. 3. Evaluate the impact of cultural change on the development of human societies. 4. Evaluate the impact of military engagements on the development of human societies.							
5a	**Competency 5**: Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical	HIS 112: World Civilizations II Students will take a comprehensive final assessment. These	On average, students completing the twenty common questions on the final exam will	Spring 2024 Mean = 88.27%	Strengths are the same as above. Assessment designs show students	Weakness is not all HIS 112 students were assessed using the same assessment tool. Comparison	The Action Plan was not implemented. Concerns were raised by History faculty about the	Each type of assessment has benefits. Therefore, a new assessment will be built for SP2025	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	patterns in political, cultural, and economic life and their impact on human societies.	questions will require students to: 1. Identify, describe, and explain the major social, political, and technological revolutions that have altered modern world history. 2. Compare and contrast the ideological and intellectual changes that have shaped modern world history. 3. Identify, describe, and explain the	earn at least 75% of their available points to demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.		are meeting the success criteria. Piloted two approaches with students taking both types of assessments. Students met the success criteria in both sets.	shows a higher success rate in the multiple choice and true/false assessment. Questions #8 and 10 (Bookout) requires students to match the correct country with its imperial possessions continues to have a low score. This is despite additions of extra study material on imperial possessions of the 19th and	assessment being completely matching and identification. Faculty wanted to test a multiple choice and true false final exam against the same success criteria.	that incorporates identification/ multiple choice, and true/false questions. The questions will be grouped together based on their historical topic like in the identification set. This will help identify weak points in class design where improvements can be made.	

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				Results	Strengths	Areas for Improvement			
		primary military engagements that changed the course of modern world history. 4. Identify, describe, and explain economic transformations have shaped the political and social landscape of modern world history. 5. Apply this base of historical knowledge and change to connect current events to their				20th centuries that were added as part of previous action plans. Question 10. Question #3 (Pruett) focused on the Protestant Reformation and Renaissance. More data is needed for analysis. Question 18 dealt with World War I. Again, more data is needed for analysis. It is unclear whether low scores indicate a lack of			

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				Results	Strengths	Areas for Improvement			
		historical antecedents.				understanding of the topic or whether the wording of the questions confused students. The new assessment being designed will take this into consideration. Both historical topics will be addressed.			
5a	**Competency 5:** Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and	HIS 131: American History I Students will take a comprehensive final exam containing fifty common questions. These	On average, students completing the final exam will earn at least 75% of their available points to demonstrate their	Fall 2024 Mean = 90.1%	The assessment average indicates that students met the objective. The assessment results	Questions 3, 6, 28, 30, 31, from the final are being looked at to determine whether or not they should be changed.	We are still gathering data to justify changing our assessment. We are now using Perusall instead of	A comprehensive review of the assessment will be made by all instructors who teach HIS 131 and a new assessment	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	economic life and their impact on human societies.	questions will require students to: 1. Examine and demonstrate an understanding of the events, ideas, institutions, and personalities that have shaped the United States from the time of Native Americans through the American Civil War and Reconstruction. 2. Examine and demonstrate an	knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.		remain stable and above the benchmark. The expanded assessment is comprehensive and covers the learning outcomes for the course. The assessment provides a comprehensive evaluation of the formation of the United States, including the events,	Another weakness is that different Assessments are used by instructors so not all students taking HIS 131 took the assessment	Discussion Boards. The instructor will continue to encourage historical debate and use of facts with emphasis on reasoned thought. The instructor will continue to provide study guides on Blackboard and offer final exam reviews. HIS 131 will be assessed again during the next assessment	will be agreed upon and deployed by all instructors for Spring 2025. To address themes where students scored below the benchmark, the following changes will be made: We need more data over a couple assessment periods to make any changes to the current assessment. Major changes were made the	

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				Results	Strengths	Areas for Improvement			
		understanding of the geographical and cultural diversity of Native Americans from the crossing of the Bering Strait to the discovery of the New World. 3. Analyze the destructive impact Europeans had on native populations in the Americas. 4. Analyze and examine the destructive impact of slavery on both			ideas, and institutions. The assessment mean was the same as the last assessment cycle.			previous cycle and these need more time. Changes implemented since last assessment cycle: The discussion boards were modified to aid in student learning. The discussions encourage debate in social, religious, and government issues related to American History. The instructor modified videos for better clarity and better	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		Africa and North America. 5. Examine and demonstrate an understanding of the rise of Colonial America including, but not limited to: New England, Chesapeake Society, the Mid-Atlantic colonies, and the Carolinas. 6. Examine the impact of the English Empire in the North American colonies.						alignment with the learning objectives. The instructor placed emphasis on the topics below the benchmark in the discussion part of class, traditional and in the online format.	

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				Results	Strengths	Areas for Improvement			
		7. Analyze the personalities, causes, and the consequences of the American Revolution . 8. Examine and demonstrate an understanding of the role the United States played in the world affairs as a new nation. 9. Analyze the impact of the Industrial Revolution and its impact on labor relations and politics.							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		10. Examine and demonstrate an understanding of the cultural and political developments of the 19th century in the United States. 11. Discuss and analyze the causes of and impact of the American Civil War							
5a	**Competency 5:** Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in	HIS 132: American History II Students will take a comprehensive final exam containing fifty common	On average, students completing the final exam will earn at least 75% of their available points to	Fall 2024 Mean= 91.9%	The assessment average indicates that students met the objective and	Students scored below the mean on question 9, 15, 34. These questions represented themes of poverty,	Yes. The impact of the previous change improved the mean from 90% to 92%. Encouraged more critical	No major changes will be made as we need more data over a couple assessment periods to make any	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	political, cultural, and economic life and their impact on human societies.	questions. These questions will require students to: 1. Analyze the events, people, and developments that shaped the United States from the American Civil War to the present era. 2. Examine and demonstrate an understanding of the outcome of the Civil War and Reconstruction.	demonstrate their knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.		improved on the overall score. The assessment results remain stable and above the benchmark. The expanded assessment is comprehensive and covers the learning outcomes for the course. This assessment will continue to be used for the	wealth creation, American capitalism and political corruption of the late 19th and early 20th centuries.	thinking through reading and research. Did not change anything	changes to the current assessment. Major changes were made the previous cycle and these changes need more time to be implemented to assess any negative or positive patterns. Changes implemented since last assessment cycle: For the previous assessment period, the instructor reviewed questions	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		3. Analyze the importance of westward expansion in relation to civil rights and politics. 4. Demonstrate an understanding of the treatment of Native Americans. 5. Examine and demonstrate an understanding of the factors and consequences of industrial development in the United States.			upcoming assessment cycle.			below the benchmark and addressed the themes in the classroom environment. The expanded assessment (fifty questions) was used again this cycle. The instructor expanded the time period covered to include more recent history. Additional video links were added on civil rights, Dr. King, the Black Panthers,	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		Examples: immigration, labor, urban development, political corruption, Imperialism, and social movements. 6. Examine and demonstrate an understanding of how progressive forces shaped the United States in the late 19th Century and the early 20th Century. 7. Examine and demonstrate an						Malcom X, and JFK. The instructor will continue to encourage historical debate and use of facts with emphasis on reasoned thought. The instructor will work with an instructional designer to add more interactive technology in the course, such as Perusall interactive reading annotations software. The instructor will	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		understanding of the affairs of the United States in relation to the Spanish-American War, World War I, and the Treaty of Versailles. 8. Analyze the causes of the Great Depression. 9. Analyze the causes and consequences of World War II. 10. Analyze the political, economic, and diplomatic consequences						continue to provide study guides on Blackboard and offer final exam reviews. HIS 132 will be assessed again during the next assessment cycle.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		of the Cold War. 11. Analyze the social movements and developments that occurred within the United States between 1945-1989. 12. Examine and demonstrate an understanding of major political, social, and military developments of the last of the 20th century.							

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
5a	**Competency 5**: Social and Behavioral Sciences Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies.	POL 120: American Government Students will take a comprehensive final exam containing fifty questions. These questions will require students to: 1. Illustrate an understanding of the roles, duties, and structural characteristics of the executive, legislative, and judicial branches in the US government.	On average, students completing the comprehensive final exam will earn at least 75% of the available points to demonstrate their ability to demonstrate and understand the basic concepts and participatory processes of the American political system.	Spring 2024 Mean = 92%	The new POL 120 Ultra course will only have Six Modules, Six Quizzes, Three Tests and Six Discussion Threads to make the course more precisely organized and mirroring the style of my HIS 111 format.	The strengths of this assessment include: High overall performance with a mean score of 46.04 out of 50 questions. Strong student understanding of key American government concepts, as indicated by high scores on questions like: The ratification of the Constitution (Pv = 0.91)	The mean success increased from 91% to 92%	Complete the Ultra Black Board transition to the above-mentioned format/layout . Enhance instructional focus on the amendment process and the powers of the branches of government, particularly through case studies or additional readings. Introduce supplementary resources, such as study guides or	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		2. Analyze how American political institutions and individual behaviors interact to create political outcomes, with an awareness of the global context. 3. Define the function of political parties, interest groups, public opinion, and the media. 4. Interpret how American's political history,				Judicial review (Pv = 0.98) Separation of powers (Pv = 0.94) Executive privilege (Pv = 1.00). High accuracy in content knowledge, with strengths in content application, analytical processes, and conceptual understanding. Areas of Improvement/ Weaknesses of the assessment and/or rubric:		practice questions on these specific areas. Encourage discussion-based learning or activities where students can explore the nuances of impeachment and the constitutional roles of the legislative and executive branches.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		constitutional structure, and political culture contribute to the state of contemporary American democracy.				The weaknesses identified from the assessment results are: Lower performance on questions related to constitutional processes, such as amending the Constitution and the specific powers of the branches of government (questions 3, 7, 27, and 28). Clarification needed on impeachment and the powers of the			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						legislative and executive branches, as these concepts showed lower comprehension based on Pv scores.			
Objective 5a: Demonstrate knowledge of the historical patterns in political, cultural, and economic life and their impact on human societies. - Total									**28/28**
5b	**Competency 5:** Social and Behavioral Sciences Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	PSY 150: General Psychology Students will take a common assessment. The questions on the assessment will require students to: 1. Demonstrate familiarity with the major concepts, theoretical	On average, students completing the assessment will earn at least 75% of the available points to demonstrate their ability to demonstrate knowledge of the reciprocal	Fall 2023 Mean = 78.3%	The assessment average indicates that students met the objective that are aligned with the course descriptions by the NCCC system.	Due to issues with the analysis of the new GE Competency Assessment used in Fall 2024, a new set of standardized questions will be developed for Spring 2025. The Psychology Department	The new GE Competency Assessment was implemented for Fall 2023, featuring a revised set of questions aligned with the updated Course Learning Outcomes (CLOs). This assessment	The members of the Psychology Department will develop a new set of standardized questions aligned with the Course Learning Outcomes (CLOs) and course descriptions (CDs).	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		perspectives, empirical findings, and historical trends in psychology. (Knowledge Base) 2. Understand and apply basic research methods in psychology, including research design, data analysis and interpretation. (Research Methods) 3. Understand and use critical and creative thinking, skeptical	interaction among self, society, and the environment.			will create these questions.	utilized a different approach, where a pool of questions was developed for each topic of Psychology, as specified in the NC Community College system course descriptions. Blackboard then randomly selected two questions per subfield for each student. However, the results indicated	Additionally, necessary improvements to enhance the instructions will be discussed in department meetings.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes. (Critical Thinking) 5. Understand and apply psychological principles to personal, social, and organizational issues. (Applications)					some irregularities due to the statistical software, reflecting student performance on only 15 questions instead of the intended 70. As a result, the leadership team is re-evaluating the question pool methodology. A new set of standardized questions will be introduced in Spring 2025.		

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
5b	**Competency 5:** Social and Behavioral Sciences Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	SOC 210: Introduction to Sociology Students will take a comprehensive final exam containing twenty-five questions. These questions will require students to: 1. Explain the contribution that Sociology provides in understanding human behavior and assess the influence that groups have on their daily lives.	On average, students completing the common questions will earn at least 75% of the available points to demonstrate their ability to demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	Fall 2023 Mean= 79%	The new assessment is stronger and measures learning outcomes better.	Several questions in both sections fell below the desired Pv score of 0.75, indicating that these areas may need review for clarity, instructional focus, or alignment with learning outcomes. These include: SOC210-D6B: Questions 5, 13, 14, 22 SOC210-D8F: Questions 13, 25 These questions may need to be revised or given more	We will continue to revise the assessment questions as need to ensure each instructor has the revised assessment prior to deploying it in Blackboard.	We will review and possibly revise the wording of questions 5, 13, and 14 for clarity. We will enhance instructional focus on topics related to questions 22, 23, and 25 to improve student understanding .	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		2. Outline the principle methods of sociological research and the process used for gathering information about human social behavior. 3. Analyze a variety of social situations using the basic sociological theories and models. 4. Demonstrate a basic understanding of important sociological constructs, including, but				instructional attention to help improve student comprehension of the relevant topics. Some topics appear to be more challenging for students: Question 5: Related to ethnicity, scored below 0.75 in both sections. This may indicate that students need more support or clearer explanations on the topic of ethnicity and			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		not necessarily limited to: • Culture • Groups and organizations • Deviance • Stratification • Socialization • Race and ethnicity • Gender and age • Social institutions				its components. Question 13: This question, which pertains to mandatory school uniforms as an example of conformity, scored below 0.75 in both sections, suggesting students may struggle with this specific application of sociological theory. Question 22: Focuses on felonies and social stigma, which scored low in			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						SOC210-D6B. This could suggest a need for deeper coverage or alternative instructional approaches to this concept. There is some variation in the performance on certain questions between sections. For instance, Question 25 in SOC210-D8F scored below 0.75, while in SOC210-D6B, it scored just above the threshold.			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						This inconsistency suggests that there might be differences in how the material is presented or understood across different sections, which should be addressed for more uniform outcomes. While the overall scores are high, the range of Pv scores (some are much higher than others) indicates that certain topics			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						might not be consistently understood. For example: Question 5 had a Pv score of 0.58 in SOC210-D6B and 0.69 in SOC210-D8F, showing improvement but still below the threshold. More instructional emphasis might be needed on topics related to ethnicity. Some questions with lower Pv scores might reflect issues with how the			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						questions are worded rather than a lack of understanding by the students. For instance, Question 13 may need to be rephrased to ensure students fully grasp the connection between the example and the sociological concept of conformity. There could be a misalignment between certain low-scoring questions and			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
						the learning outcomes. This suggests a need to review how well these questions assess students' knowledge and understanding of the course material. For instance, topics covered in Questions 13 and 22 may need to be re-examined to ensure they directly assess core competencies.			
5b	**Competency 5:** Social and	SOC 220: Social Problems	On average, students completing	Spring 2024	The overall mean score for the	The question below the Pv score	Moved SOC 220 to OER and designed	Provide additional examples or	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	Behavioral Sciences Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	Students will be assessed on their writing and ability to articulate themselves orally by using rubrics on both their final paper and presentation. The assessment is their Final Course Paper. The plan is to implement "sociology writing labs" to break up the midterm proposal and final course papers into smaller "chunks" so students will	the common questions will earn at least 75% of the available points to demonstrate their ability to demonstrate knowledge of the reciprocal interaction among self, society, and the environment.	Mean = 95%	assessment is 95%, indicating that students performed well on the majority of the questions. This reflects positively on both the instructional quality and the assessment's alignment with the course objectives. Many of the foundation	threshold is Question 14, which relates to the term that refers to nations enriching themselves through direct political and economic control of others (colonialism). A possible area for improvement is ensuring better understanding of this concept, perhaps through deeper engagement with historical	the current assessment tool. Plan to continue to use of multiple-choice assessment in future semesters.	case studies on colonialism to strengthen students' understanding. Incorporate interactive discussions or projects focusing on the impacts of colonialism and neocolonialism to help students grasp the real-world applications of the concept. Revise course materials to ensure that students are more effectively introduced to	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		be writing both assignments in pieces as the course progresses.			al concepts in sociology were well understood by students, as reflected in the high Pv scores for several questions. For example: Class-Conflict Theory (Question 4) had a Pv score of 0.99. Sex and Gender Distinctions (Question	and contemporary examples.		the term and its implications.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					6) scored a Pv of 0.99. Social Institutions and Structural-Functionalism (Question 13) had a perfect Pv score of 1.00. This shows that students grasped essential sociological theories and concepts, which are critical for their understanding of				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					social problems. The assessment included a diverse set of multiple-choice questions that covered various sociological perspectives (e.g., conflict theory, structural-functionalism), key social issues (e.g., income inequality, racism), and concepts				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					like the digital divide and capitalism. This broad coverage ensures that students are evaluated on a wide range of topics, reinforcing their comprehensive understanding of the subject matter. The questions were designed with a high				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					level of clarity, as evidenced by the high Pv scores. Several questions had perfect Pv scores of 1.00 (e.g., Questions 9, 13, 18, 22, and 23), indicating that almost all students chose the correct answers. This suggests that the questions were well-written,				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					unambiguous, and closely aligned with the course materials. The KR(20) or Cronbach Alpha score of 0.647 indicates a fairly acceptable level of internal consistency reliability for a classroom assessment. While there is some room for				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					improvement, this suggests that the test provides consistent and reliable measurement of students' knowledge across different items. The assessment is closely tied to the competency of "Social and Behavioral Sciences," specifically objective				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					5b (demonstrating knowledge of the interaction among self, society, and the environment). The high success rate shows that students are achieving the learning outcomes intended by the course, particularly in their ability to				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					apply sociological perspectives to real-world problems. The high response rates (102% for one section and 100% for the other) reflect strong student engagement in the assessment process. This suggests that students were motivated				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					and found the assessment process accessible and relevant to their learning experience.				
Objective 5b: Demonstrate knowledge of the reciprocal interaction among self, society, and the environment. - Total									**10/12**
Competency 5: Social and Behavioral Sciences - Total									**38/40**

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

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Program Chair: Beth McCall
Program Code(s)/Name(s): Associate in Fine Arts Visual Arts
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- A10600 Associate in **Fine Arts Visual Arts**

SECTION I: EXECUTIVE SUMMARY

Strengths: What are we doing well? **Areas for Improvement: What can we do to better serve our students?** **Needs: What do we need from the institution? Include Personnel and Equipment Request** **Actions: What are our next steps? How will we make use of this program review for future improvement?**
The mission and purpose of the Associate in Fine Arts in Visual Arts (AFAVA) degree at Gaston College is to provide students with a transfer degree which allows for seamless entry to a senior institution offering a Bachelor of Fine Arts (BFA) degree or experience to enter the workforce in an art-related field. The Associate in Fine Arts in Visual Arts to Bachelor of Fine Arts Articulation Agreement (AFAVA to BFA) is an agreement jointly created by the North Carolina Community College System and the University of North Carolina BFA visual arts programs. The AFAVA to BFA is focused on developing seamless transfer for students who begin visual arts studies at a community college and then transfer to one of the UNC BFA visual arts programs. There are seven BFA-granting institutions within the UNC system whose focus is on the visual arts: Appalachian State University – BFA in Studio Art, East Carolina State University – BFA in Art, UNC Asheville – BFA in Art, UNC Chapel Hill – BFA in Studio Art, UNC Charlotte – BFA in Art, UNC Greensboro – BFA in Studio Art, Western Carolina University – BFA in Art. This agreement requires Gaston College graduates to obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer. The AFAVA degree shall be granted for a planned program of study consisting of a minimum of 60-61 semester hours of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. In addition to transferring to BFA programs, the AFAVA degree program prepares students for many career options in art and design. Each participant receives foundational training for entry into a career as an art professional. Students who transfer from Gaston College pursue majors that include the following: Animation, Architecture, Art Education, Art History, Art Therapy, Computer Art/Design, Commercial Art, Design, Fashion Design, Fine Arts, Graphic Design, Illustration, Interior Design, Museum Studies, Photography, Studio Arts, Visual Communications, and Web Design. Students completing the AFAVA program meet the following program learning outcomes: 1. Demonstrate use of the elements of art and apply the principles of design to create original compositions. 2. Produce a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media.

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

3. Recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.
4. Use the terminology of visual arts to communicate effectively through writing and/or speaking.
5. Demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition.

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

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

The following action items from the 2023-2024 program review cycle were addressed.

1. After evaluating the effectiveness of having an AFAVA orientation video created in 2022-2023 professionally edited and distributed to area high schools to aid in student recruitment, the art department ultimately decided against this strategy because the video appeared too staged and lacked the level of engagement the department had hoped to achieve. Despite initial efforts to develop a compelling script and record content, the product did not align with our goal of providing a dynamic and authentic representation of the department. The presentation felt overly rehearsed, which we believed would not resonate well with prospective students, leading to concerns that it would not effectively capture their interest or enthusiasm for our program.
2. In an effort to educate the GC service area about the GC AFAVA program and recruit students to the program, art department instructors attended the on-campus high school art show the art department hosted in Spring 2024 to meet and talk with local high school art students and their families about Gaston College and about the AFAVA program.
3. The Art Department requested the purchase of two more computers for the digital design/digital photography courses, but the request was denied due to institutional budget constraints.
4. While the goal of purchasing a dedicated touchscreen Smartboard for the printmaking studio did not occur in this evaluation cycle, a workaround was found in that the Smartboard used for painting classes is being shared with printmaking.

Strengths

Survey art courses are a vital part of the general education component for most degree programs at the college. There is consistently a high demand for these courses. In addition, most of the studio classes are full, reflecting both the high demand for hands-on, experiential learning opportunities in the arts and the growing interest among students in developing their creative and technical skills within the department. Data analysis of previous semesters has been conducted to determine student demand related to course needs.

Strengths: What are we doing well? **Areas for Improvement: What can we do to better serve our students?** **Needs: What do we need from the institution? Include Personnel and Equipment Request** **Actions: What are our next steps? How will we make use of this program review for future improvement?**
The program is housed in a stand-alone art building. Additionally, a student art gallery and a professional art gallery attract local and national exhibiting artists. The program employs faculty with a diverse range of skills. Students receive individual attention from experts in a variety of mediums (computers, sculpture, painting, ceramics, printmaking, etc.). Numerous impactful academic resources are offered to aid in students' successful completion. The Division remains active in a variety of campus initiatives and activities: NCCCS Developmental Redesign; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS). Needs There is a continued need for an enhanced targeted marketing plan for the recruitment to the AFAVA program and awareness of the program-specific scholarship opportunity. While facilities are adequate for current enrollment, growth is limited due to the size of the building and studio spaces. Actions for 2024-25 The Art Department goal is to update the GC website as a key recruitment tool, introducing art faculty, what each instructor does, and the facilities. The action plan includes several key steps: first, creating faculty pages that feature individual contact information, faculty images, examples of faculty artwork, short bios, and teaching philosophies. The updated website will also showcase the department's facilities with detailed information and images. To further engage prospective students, examples of previous student work, information about the Art Club, and pictures from events will be included. Additionally, information about both the student gallery housed in the D.F Beam Center for Visual Arts and the professional gallery housed in Rauch Science and Fine Arts Building. This update will help present an engaging view of the department, making it an attractive destination for future art students.

SECTION II: PROGRAM DATA
Program Enrollments

Academic Year 2023-2024 Unduplicated	A10600
American Indian/Alaska Native	0
Asian	3
Black	14
Hispanic	13
Two or More Races	0
Non-U.S. Resident	4
Unknown	18

Academic Year 2023-2024 Unduplicated	A10600
White	41
Grand Total	**93**

Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining? Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	A comparison of the enrollment data from 2022-2023 to 2023-2024 indicates that enrollment is experiencing steady growth in A10600. The number of individuals enrolled grew from 87 in 2022-23 to 93 in 2023-2024, which indicates a 6.89% percent increase. This growth is consistent with the trend in other Arts and Sciences programs. In an effort to improve, the AFAVA program is evaluated yearly through GC processes such as the Overall Assessment, which documents success and improvement needed in program learning outcomes, and the Program Review process. Neighboring institutions that offer an AFAVA degree include Central Piedmont Community College (CPCC), Cleveland Community College (CCC) and Catawba Valley Community College (CVCC). Just as Gaston College requires 60-61 hours to earn the AFAVA, **CPCC'**s degree requires 60 hours of instruction. While GC's AFAVA requires 25 hours of general education courses, CPCC requires 28 semester hours of general education core courses and 32 semester hours of courses in a wide selection of ART classes, compared to GC's requirement of 30. The remaining five to six hours of GC's requirement are elective hours that allow students to choose from various ART courses, SPA classes or a Work-Based Learning credit. **CCC** and GC require the same number of hours to earn the AFAVA degree (60-61). The list of/required number of general education courses is the same. These include ENG 111/112, 6 hours of Humanities/Fine Arts, 6 hours of Social/Behavioral Sciences, 4 hours of Natural Sciences, 3-4 hours of Mathematics, and ACA 122. While GC requires six

	Explanation/Narrative
	specific required ART classes, CCC requires five. The other 19 hours of CCC's degree are elective ART classes with MAT 172 as an option. Their published information does not indicate the need for hours in a foreign language. **CVCC** requires 63-65 hours to complete the AFAVA degree compared to GC's required 60-61 credit hours. Of those 63-65 hours for CVCC students, 30-31 hours are required in general education classes. CVCC has only five required ART classes (ART 114, 115, 121, 122, 131). GC requires those five, but also requires ART 214 (Portfolio and Resume). While GC points AFAVA students to a wide variety of ART classes, SPA 111/112, or a Work-Based Learning credit to complete their elective hours, CVCC points students to 18-20 more hours of general education classes to complete elective hours. The art department regularly hosts artist receptions, in which artists engage with current students and other interested students and community members who attend. Members of the department interact with community art events and high school competitions as judges, which creates opportunities to share GC Art Department information. Each spring, the department hosts an area high school art exhibition, which draws 75-100 students and community members to campus and creates opportunities for conversations between faculty members and prospective students and their families.
<u>Enrollment Analysis</u>: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A10600 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Associate in Fine Arts Visual Arts at GC? Identify strategies for enrollment growth.	**Demographic Data – A10600 – 2023-2024 Academic Year** Percent Female 67% Percent Male 33% Percent White 44% Percent Non-White 36.55% (This percentage included those categorized as Non-US Residents). Percent Unknown 19.45% Compared to the college-wide population, the AFAVA program has slightly fewer male students (33% vs. 36% college-wide) and a slightly greater

When reviewing Spring 2024 student enrollment numbers of new & returning students, review the number of students enrolled at a neighboring institution that resides our service area (Gaston & Lincoln counties), and determine if the program has effectively marketed the **Associate in Fine Arts Visual Arts** to students in and around our service area counties.

Discuss program efforts (past or present) to address possible opportunities of enrollment growth.

Associate in Fine Arts Visual Arts

A10600	# of Students	Students From Gaston	Students From Lincoln
Cleveland CC	10	1	0
CVCC	18	0	0
CPCC	210	7	0

Program's enrollment growth action(s) and/or comment(s) below:

Explanation/Narrative

number of female students (67% vs. 64% college-wide). The trend of having more female students than male is consistent with college demographics. During the 2023-2024 academic year, more white than non-white students were enrolled in the AA degree program, which is consistent with college-wide trends.

The Arts and Sciences Division provides holistic academic support for all students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center.

Cleveland CC had only one student (new and recurring students for Spring 2024) from Lincoln and Gaston counties, the GC service area, enrolled in the Associate in Fine Arts Visual Arts program. That number represents 10% of the total number of AFAVA students at CCC.
1/Opportunity for program growth.

Catawba Valley CC had 18 (new and recurring students for Spring 2024) in the AFAVA program; however, no students from Lincoln or from Gaston, the GC service area, enrolled in the Associate in Fine Arts Visual Arts program at CVCC.
0/Opportunity for program growth.

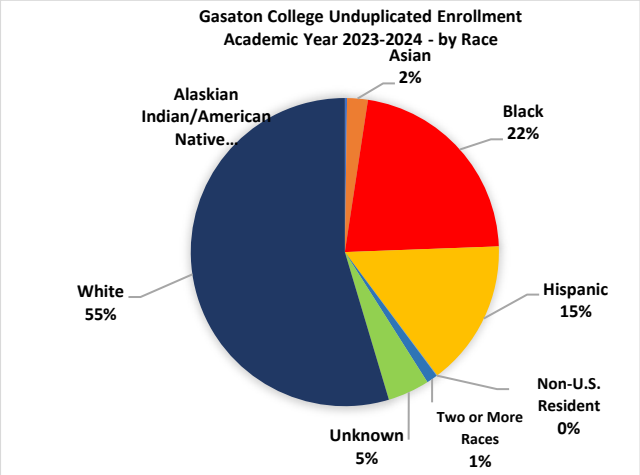
Central Piedmont CC had 210 (new and recurring students Spring 2024) in the AFAVA program; however, 7 students from Lincoln and Gaston, the GC service area, enrolled in the Associate in Fine Arts Visual Arts program at CPCC. That number represents 3.3% of the total number of AFAVA students at CPCC.
7/Opportunity for program growth.

While the number of students from Gaston/Lincoln counties enrolled at neighboring AFAVA institutions/programs is low, these students indicate that Gaston College's AFAVA program still has room to grow in attracting and retaining students from our service area. This may be done through increasing marketing efforts that make residents aware of the

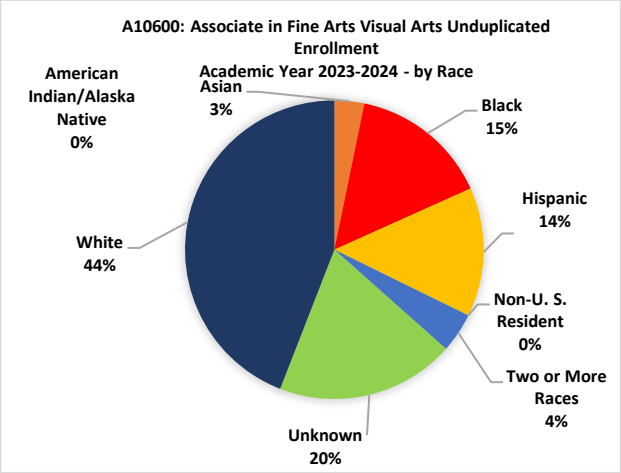
	Explanation/Narrative
	transferability of classes earned through the AFAVA degree.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024



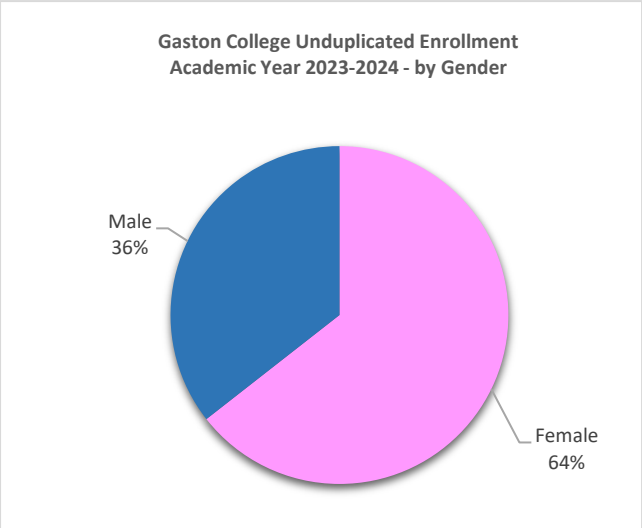
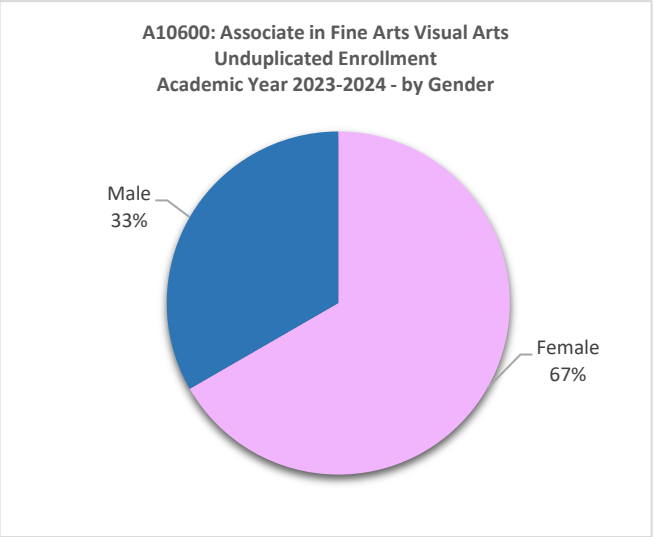
Program – Demographics 2023-2024



Demographic Enrollment Analysis by Race/Ethnicity:	**Demographics A10600 during 2023-2024 Academic Year**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Percent White 44% Percent Asian 3% Percent Black 15% Percent Hispanic 14% Percent Unknown 20% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15%

	Percent Unknown 5% Some racial/ethnicity categories between the AFAVA program and the college are very similar: Asian (3% vs. 2%) and Hispanic (14% vs. 15%). However, some differences exist between several of the Race/Ethnicity categories at the program vs. college level. Less white students enrolled in the AFAVA program than in the college population as a whole (44% vs. 55%) during this assessment cycle; the same is true for Black students (15% vs. 22%). One area that is very different is that 20% of AFAVA students' race/ethnicity is reported as Unknown while, according to this data, only 5% of the total college population is reported as Unknown. Enrolling and retaining underserved students or special population students hinge on ongoing marketing efforts by the GC Department of Marketing and the Arts and Sciences Division providing holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center.

Demographic Enrollment Analysis by Gender:

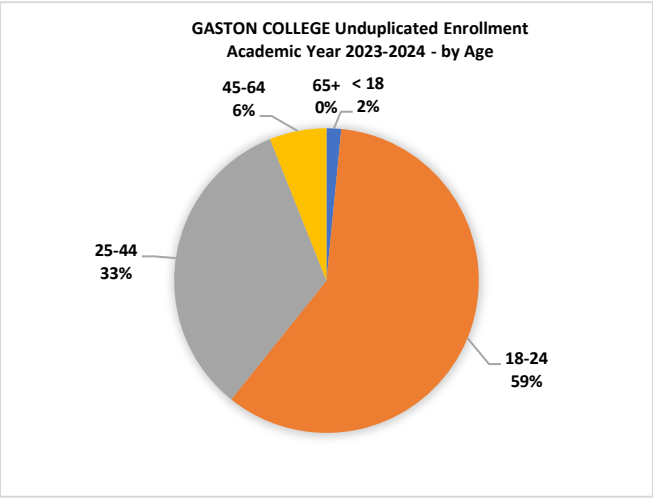
College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender:	**Demographics A10600 during 2023-2024 Academic Year**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Percent Female 67% Percent Male 33% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were more female students in the A10600 programs than male, which was consistent with the College demographics. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising

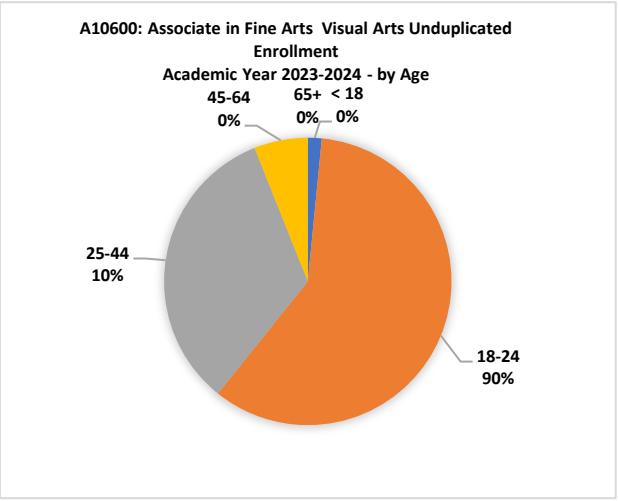
	Center. Additionally, the division is a participant in the most current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending Gaston College. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs, including the Associate in Fine Arts – Visual Arts, through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024



Program – Demographics 2023-2024



<u>Demographic Enrollment Analysis by Age</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	**Demographics A10600 during 2023-2024 Academic Year** Percent Less than 18 years old - 0% Percent 18-24 years old - 90% Percent 25-44 years old – 10% Percent 45-64 years old – 0% Percent 65+ - 0% **Demographics College-wide during 2023-2024 Academic Year** Percent Less than 18 years old - 2% Percent 18-24 years old - 59% Percent 25-44 years old – 33% Percent 45-64 years old – 6% Percent 65+ - 0% Data indicates that students in the A10600 program are almost completely students in the traditional college age range (90% vs 59%). The percentage in the 18-24 group is over thirty percent higher than the percentage in the same age range college-wide. The number of AFAVA students in other age groups falls much lower than the number of students in the same age ranges college-wide. For example, only 10% of AFAVA students are 25-44 while 33% of the total student body is in this age range. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, the division is a participant in the most current North Carolina Community College System developmental redesign, which has a goal of

	accelerating the progression of underprepared students using a corequisite model.

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the A&S Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility. Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%.

	Explanation
	Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. While there are several classes that have low enrollment, most classes have more than 10 students per section. The courses with low enrollment are managed well by providing only one section of that course per semester.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? If the program offers Career and College Pathways (CCP) at one or more service area high schools, how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?	The program's core course requirements or total credit hours have been reviewed or revised within the last two years. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the NCCCS's recommended options during the next assessment cycle. ART 111, which is taken by many Arts and Sciences students through the College Now program, is offered in area high schools. Instructors deliver the same content, with no changes in rigor or quality, in classes delivered on high school campuses. This is verified by internal audits regularly conducted by departmental leads, program chairs, and Distance Education personnel.
Modality:	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The

	Explanation
How does the program ensure they are choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here.	science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs and to increase the ability to hold more in-person labs throughout the week. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility and better use of lab space. The Math Department has expanded its online offering of prerequisite and corequisite classes to reduce the number of days a student has to be on campus. The English Department has also reworked schedules to include corequisite ENG 011 classes that occur on the same days as the seated portions of ENG 111 sections to help reduce the number of days a student is required to be on-campus. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, and HIS classes to better meet the needs of students. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE. The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters: • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243)

	Explanation
	• Chris Ziemba-Tolbert (ACA-122) The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters • Ginger Black • Michele Domenech • Katie Jordan • Ed Pardue • Dr. Patricia Williams • Chris Ziemba-Tolbert The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters • Dr. Patricia Williams The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters: • Ginger Black • Katie Jordan • Dr. Patricia Williams The following faculty in Arts and Sciences have completed Professional Development in Quality Matters: • Marguerite Bishop (IYOC) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC & APPQMR) • Melanie DeKerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR)

	Explanation
	• Ed Pardue (IYOC & APPQMR) • Judith Porter (IYOC) • Jeffery Pruett (IYOC) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC & APPQMR) • Dr. Heather Woodson (IYOC) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC) • Jodi Valencic-Zieverink (IYOC)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Currently, courses with low enrollments within A&S: Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. Courses with Low Success Rates • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG 002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 Courses with High Withdrawal Rates • The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS 112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been

	Explanation
	identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon completion of the semester. Annually, strategies to address student feedback are developed for any areas of concern. Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation cycle were 88-89%. Overall, student feedback for the program is positive. During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024

	Explanation
	academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A10600 Associate in **Fine Arts** **Visual Arts**	**A10600**	55%	71%

Program Progress: Retention and Progression

	Explanation
<u>SLOs and Curriculum Map</u>: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
<u>Retention and Progression</u>: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	Program Retention A10600 • Fall 2018 to Fall 2019 59% • Fall 2019 to Fall 2020 54% • Fall 2020 to Fall 2021 44% • Fall 2021 to Fall 2022 71% • Fall 2022 to Fall 2023 55% There was a 16-percent decrease in the retention rate from the previous assessment cycle; however, retention for the cycle being evaluated remains consistent with years prior to 2020-2021. Divisional administrators track individual course withdrawal and success rates and create strategies to improve. Art faculty implement these strategies to increase the retention rate in identified courses.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A10600 Associate in **Fine Arts Visual Arts**	**A10600**	3	4	8	15
	Grand Total	**3**	**4**	**8**	**15**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A10600 Associate in **Fine Arts Visual Arts**	**A10600**	10	7	11	15
	Grand Total	10	7	11	**15**

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion?	Fifteen students earned credentials in the AFAVA program in the 2023-2024 evaluation cycle. This number indicates a 36.36% increase from the 2022-2023 cycle and continues the steady growth that has occurred in the AFAVA program since 2021-2022. Timely student completion has been a major objective for both the Division and the College. Specific initiatives such as Completion by Design, Achieving the Dream, and NC-GPS have provided the framework for improvement strategies. Students in A10600 have diversified goals for attending, and completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is a dedicated advising center for Arts and Sciences so students can have one-on-one advising to help keep them on track within their pathway. In addition, the Watermark student retention system is a tool the Division of Arts and Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division. Barriers to timely completion include the fact that the majority of the courses are only offered in a

	Explanation
	traditional, seated format and that many of the courses meet for several hours at a time, which is not conducive to most students' current preference.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community?	(See response to the same question below.)
Community: How valuable is this program to the community? How have we benefitted from community partnerships and what other opportunities exist for collaboration?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several private institutions offer specific scholarship opportunities to Gaston College transfer students. College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students in the GC service area of Gaston and Lincoln counties to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), and ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs,

	Explanation
	etc.). Each of these outreach events helps establish and build strong relationships with the community.
<u>Uniqueness</u>: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Arts and Sciences Division effectively promotes the following unique qualities of the college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, the college has created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like football games and participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAGs) Co-Admission Programs and Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher in their disciplines. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering,

	Explanation
	or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience are usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill. The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during the 2023-2024 school year.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Associate in Fine Arts in Visual Arts (10600)	55.38	49.81	47.5	69.5	70.97

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	FTE Count - A10600 • 2019-2020 – 55.38 • 2020-2021 – 49.81 • 2021-2022 – 47.50 • 2022-2023 – 69.50 • 2023-2024 – 70.97 The Arts and Sciences Division, of which all art classes are an essential part, consistently earns approximately half of the College FTEs. The return on investment for this program is consistently high; FTE income significantly outweighs the cost for running the program and faculty salaries.

SECTION V: Partnerships/Community Outreach

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

	Explanation
	high schools, and through art exhibits and artist talks/receptions to which the public is invited. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to their selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students. In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year, such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc. Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map – A10600 Associate in Fine Arts in Visual Arts

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

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

Program Learning Outcomes - A10600 Associate in Fines Arts in Visual Arts

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

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

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

The scoring rubric above is used to provide a holistic evaluation of overall student success for each degree program. The total overall success rate for the program learning outcomes as measured by this rubric is 90%.

All program learning outcomes met the 75% benchmark.

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

Summary of Associate in Fine Arts in Visual Arts	Total Points Achieved
Program Learning Outcome 1: Demonstrate use of the elements of art and apply the principles of design to create original compositions. **86**	**4**
Program Learning Outcome 2: Produce a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media. **88**	**4**
Program Learning Outcome 3: Recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles. **90**	**4**
Program Learning Outcome 4: Use the terminology of visual arts to communicate effectively through writing and/or speaking. **83**	**3**
Program Learning Outcome 5: Demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition. **83.5**	**3**
Total Achieved/Total Possible	**18/20**
Overall Rubric Score	**90%**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate use of the elements of art and apply the principles of design to create original compositions.	Students will be assessed on this outcome in several ways. In ART 122: Three-Dimensional Design students will complete a final exam that will demonstrate their comprehension of the elements of art and the principles of design. The application part of this outcome will be assessed from the following two components of ART 214: Portfolio and Resume: portfolio and faculty critique.	On average, students completing the final exam in ART 122 will earn at least 70% of the available points to demonstrate their ability to use their comprehend-sion of the elements of art and the principles of art. On average, students completing the portfolio and critique in ART 214 will earn at least 70% of the	Fall 2023 Combined Mean: 86 Final Exam: 92 Portfolio: 69 Faculty Critique: 97	Students consistently perform well on the final exam in ART 122. The exam covers the elements and principles of art. Emphasis has been placed on students learning how to hone their craft. For the application part of the assessment, students document a strong body of work. All program faculty participate in the faculty critique process. Feedback has been positive from students and faculty,	Fall 2022: For ART 122, there were two questions out of fifty that were below the 70% benchmark (Q36, Q40). Areas below the benchmark dealt with understanding of the terms proportion, value, scale, hue, and rhythm. Students need to continue to master vocabulary and terminology. Students need to demonstrate proficiency by using the terms more often in class.	Changes implemented since the last cycle: The ART 122 faculty continued to use terminology/vocabulary quizzes throughout the semester to build student mastery. All concepts including those in which student responses fell below the benchmark in the FA 22-SP 23 cycle (proportion, value, scale, hue and rhythm) were emphasized by encouraging multiple viewings of vocabulary lectures, with the outcome that more than 70% of students mastered the terms **proportion, hue,** and **rhythm** in this cycle. Faculty determined that two questions	All concepts including those in which student responses fell below the benchmark in ART 122 (value and scale) will be emphasized by encouraging multiple viewings of vocabulary lectures, as well as by instructor repetition of verbal usage of terms during in-class critiques. In response to the low average on the portfolio project in ART 214, all instructors will continue to emphasize the importance of documenting, titling, organizing digital images to all students in the program and will mention the Final Portfolio project regularly in order to emphasize to students the importance of this capstone project. The ART 214 instructor will hold mandatory meetings with each student two weeks before the submission date to go over students' portfolios, curriculum vitae, artists' statements in order to identify steps that are	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
			available points demonstrating their ability to create original compositions.		as the critique is the strongest aspect of the review. An additional strength is the updated technology for the portfolio.		on the Art 122 final included confusing wording, so those questions were revised. Faculty continued to incorporate use of correct vocabulary as a formal component within the Faculty Critique process. Instructor allowed students to go over first versions of the vocabulary quizzes and retake the quiz in order to build mastery. ART 214 instructor facilitated a Zoom call with the UNC-C Art Dept. admissions office to help students understand the transfer process. Instructors in other classes stressed the importance of appropriate and	missing or which need improvement. Assessment results will be collected again during the next assessment cycle.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							accurate use of terminology/ vocabulary by using both within their class lectures, discussions and critiques.		
2	Produce a body of work that demonstrates fundamental competence with traditional and current art methods, processes, and techniques in a variety of art media.	ART 214: Portfolio and Resume students will be assessed on the following three components of the course: portfolio, final exhibition, and faculty critique. This course is a culminating experience and looks at the students' entire body of work from their degree.	On average, students completing the portfolio, exhibition, and critique in ART 214 will earn at least 70% of the available points on each part demonstrating their ability to produce a body of work illustrating fundamental competence with traditional	Fall 2023 Combined Mean: 88 Portfolio: 69 Final Exhibition: 98 Faculty Critique: 97	The main strength of the exhibition is that students gain hands-on experience and create a strong body of work. All art faculty participate in the faculty critique process. Feedback has been positive from students and faculty, as the critique is the strongest aspect of the review. An additional strength is the updated technology	Documentation for their portfolios is a continuing issue among ART 214 students. Students have grown in their awareness of the importance of photographing their artwork, and since Student Art Exhibitions have been digital and some student class instructors ask students to submit an image of their	Changes implemented since last cycle: To increase professionalism, instructor provided detail personal help and guidance for each student. Opportunity for mastery of concepts and processes was built into the grading policy by allowing multiple attempts after a low grade. Department members investigated the need for a departmental policy for how students share their personal artwork.	In response to the low average on the portfolio project in ART 214, all instructors will continue to emphasize the importance of documenting, titling, organizing digital images to all students in the program and will mention the Final Portfolio project regularly in order to emphasize to students the importance of this capstone project. Instructors of studio classes will require students up upload images of their artwork, thereby emphasizing the importance of documentation and creating practice for the documentation of works that is an integral part of the final exhibition. A traditional student exhibition will occur in October 2024.	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
			and current art methods, processes, and techniques in a variety of art media.		for the portfolio. The final exhibit grade also included the submission of the digital portfolio.	work on Blackboard for assignments, there have been improvements. However, a consistent requirement of submitting photos via Bb is needed to foster further improve portfolio quality.	The faculty evaluated ways to improve the processes and media through which students promote their work. A new backdrop was purchased and an area to photograph 3D work was set up. Strategies for photographing 3D artwork in a professional manner were emphasized. A new printer was purchased for the Photography class, so students who are in those classes have access to printing their images larger on a range of papers. To encourage students to meet deadlines, instructors discussed class calendars on the first day of class,	Assessment results will be collected again during the next assessment cycle**.**	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
							with all dates listed. Consequences of missing due dates were emphasized, and procedures for communicating possible changes in the class calendar were shared.		
3	Recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	ART 114: Art History Survey I and ART 115: Art History Survey II students will take a comprehensive final exam with questions that will require students to recognize and analyze the aesthetic, social, and historical context of major and diverse artistic periods and styles.	On average, students completing the final exam in ART 114 and ART 115 will earn at least 80% of the available points to demonstrate their ability to recognize and analyze the aesthetic, social, and historical context of major and diverse	Fall 2023 Combined Mean: 90 ART 114: 88.5 ART 115: 92	The assessments provide a comprehensive analysis of the learning objective. The assessments are robust and provide written and visual analysis. The assessments include slide identification of a broad range of art through different periods.	Test item analysis revealed that questions below the benchmark involved slide identification (due in part in students not purchasing the text). Based on class size and instructional time constraints, a greater degree of individualized feedback needs to be given in ART 115.	Changes implemented since the last assessment cycle: A newly adopted text, *The History of Art: A Global View: Prehistory to the Present*, introduced students to a breadth of artistic traditions, making cross-cultural comparisons possible. Instructor continued to have students access slides via PowerPoint, making sure that the slides appear in both the text and the PowerPoint.	Faculty will continue to emphasize active, immersive learning, to foster a deeper understanding of the aesthetic, social, and historical factors that shape artistic styles and periods. For ART 115, individual student-instructor meetings have been implemented in order to give individualized feedback. This has been necessary as the class size has grown in the last three years, which makes giving feedback in the course of the class more difficult.	**4**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
			artistic periods and styles.						
4	Use the terminology of visual arts to communicate effectively through writing and/or speaking.	ART 214: Portfolio and Resume students will be assessed on the following two components of the course: artist statement and faculty critique. This course is a culminating experience and looks at the students' entire body of work from their degree.	On average, students completing the artist statement and faculty critique in ART 214 will earn at least 70% of the available points on each part demonstrating their ability to use the terminology of visual arts to communicate effectively through writing and speaking.	Fall 2023 Combined Mean: 83 Artist Statement: 69 Faculty Critique: 97	The artist statement and faculty critique comprise a comprehensive process.	All ART 214 students need to increase their writing/speaking skills, specifically in relation to incorporating visual arts terminology.	Changes implemented since last assessment cycle: Instructors systematically made students aware of current and emerging means of promoting their own work.	Art 214 students will review their artist statements with their instructor during one-on-one meetings before the end of the semester to evaluate content, discipline specific vocabulary, and organization. Based on quality of the written work, instructor may recommend student work with a tutor in the GC Writing Center.	**3**
5	Demonstrate competence in the	ART 214: Portfolio and Resume students will	On average, students completing	Fall 2023 Combined Mean: 83.5	The final exhibit is a hands-on experience.	Instructors in all studio courses need to remind	Changes implemented since the last assessment cycle:	Faculty can stress that building a professional quality portfolio hinges on	**3**

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	preparation of a digital portfolio and a culminating pre-graduation exhibition.	be assessed on the following two components of the course: final exhibition and digital resume. This course is a culminating experience and looks at the students' entire body of work from their degree.	the portfolio and exhibition in ART 214 will earn at least 70% of the available points on each part to demonstrate competence in the preparation of a digital portfolio and a culminating pre-graduation exhibition.	Final Exhibition:98 Portfolio: 69	Students create and learn the business of exhibition by creating a digital social media presence. The digital resume has two components: the creative resume and the curriculum vitae.	students to document their artwork in preparation for inclusion in their portfolios.	After faculty assessed the best way to have students save/post images and descriptions of their work, they encouraged pdf of portfolio, digital storage and website. To make students aware of resources for creating more professional quality images of their artwork, instructors pointed students toward places where larger prints could be made.	consistently documenting artwork over a period of time and encourage students to document new artwork as they create it. Assessment results will be collected again during the next assessment cycle.	

Program Review – A20100 Biotechnology

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Associate Dean: Dr. Patricia Williams
Program Code(s)/Name(s): Biotechnology
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A20100 Biotechnology**
- **D20100 Biotechnology Diploma**
- **C20100A Biotechnology Basic – Biotechnology**
- **C20100AP Biotechnology Basic – Biotechnology -CCP**
- **C20100B Biotechnology Basic – Foundations of Biotechnology**
- **C20100B Biotechnology Basic – Foundations of Biotechnology-CCP**
- **C20100C Biotechnology Basic – Foundations of Healthcare**
- **C20100CP Biotechnology Basic – Foundations of Healthcare – CCP**

SECTION I: EXECUTIVE SUMMARY

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

Since the last program review, briefly discuss program strengths, areas of improvements, program needs, and program actions. If applicable, include program efforts to address recommendations from the last program review.

The Biotechnology Diploma is a program that focuses on the application of the biological sciences, biochemistry, and genetics to the preparation of new and enhanced agricultural, environmental, clinical, and industrial products, including the commercial exploitation of microbes, plants, and animals. Potential course work includes instruction in general biology, general and organic chemistry, physics, biochemistry, molecular biology, immunology, microbiology, genetics, and cellular biology.
This curriculum will prepare students for careers through the study of principles in science, laboratory techniques and applied processes.

Graduates should be qualified to obtain occupations as process and manufacturing technicians in the life science, food and agricultural sectors. Upon the completion of this program student will be able to:

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

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

Meet the North Carolina Community College System Critical Success measures for student success rate in curriculum English and curriculum Math.
Two of the NCCCS critical success measures directly impacted by student success in the Associate in Arts program saw improvement in the NCCCS 2024 Performance Measures for Student Success Report. Relating to the NCCCS second performance measure, Credit English Success, the gateway course of ENG 111 saw improvement from 0.920 in the 2023 report, which put Gaston College in the Baseline category, to 1.039 in the 2024 report, moving Gaston College to the Average Band Minimum category. Relating to the seventh performance measure, Transfer Performance, Gaston College moved from 0.994 (Average Band Minimum) to 1.012 (Average Band Maximum). Relating to the NCCCS third performance measure, College Level Math Success Rates, Gaston College

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performance decreased from the prior year. During the year, the MAT department formed a committee, Student Success Rate of College Level Math Team, that identified students who needed MAT 100+. These students were contacted and found to either have already completed their program of study, had left the college, or the information in the system was not updated to reflect the math that was needed. This process seemed to confuse the students and the faculty that were making the contacts. For the future, academic advisors need to strongly encourage students to enroll in a MAT 100+ course early in their time at Gaston College to further assist these students in completing College Level Math. The college has stayed in the same NCCCS band width of less than the college average but above the baseline.

Implement strategies to improve online learning and teaching.

Because demand for online classes occurs for all disciplines within the Associate in Arts program, continuing efforts have been made since the last program review to implement strategies to improve online learning and teaching. These efforts include divisional leadership presenting multiple workshops for specific departments, as well as for all faculty in the division.
In addition, several resources and guides for faculty in the Division of Arts and Sciences were created that focused on Regular Substantive Interaction (RSI), such as 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. Divisional leadership also worked one-on-one with specific faculty who sought out individualized assistance throughout the year to address specific issues related to online instruction.

To develop, implement and promote the Gaston College Honors Program, an Honors Committee was created in Summer 2023, which met regularly through Fall 2023 and Spring 2024 to

- articulate a rationale for a revamped GC honors program and communicate that to the GC President's Council for approval,
- review and research honors programs at other community colleges in the NCCCS,
- determine honors program admission requirements,
- consider and determine program pathways to include one tailored for students who intend to transfer to four-year institutions and one for students who intend to graduate and enter the workforce,
- consider and determine requirements for each of the two pathways,
- identify grant opportunities and apply for an ITYC-NSF IUSE grant,
- create both mission and vision statements,
- survey faculty, evaluate survey responses and generate strategies and incentives to encourage more instructors to offer honors options,
- and develop honors program handbooks for both faculty and students.

Promoting transfer opportunities, the purpose on the Transfer Admission Guarantees (TAG) Co-Admission Program, occurred both on-campus and off.

- On-campus outreaches included an engaging bulletin board in a high traffic area of Robinson Classroom Building, the building where most classes related to the Associate in Arts program are held; a table at the GC Student Success Expo; information shared at the Gaston College Educators Breakfast; information included in the GC Leadership Gaston Scavenger Hunt; Fall Transfer Fair; College Now training event; SPARC – C3 interest meeting; GC Open House event; personal contact with SPARC-C3 students; Early College High School TAG Co-Admission event; SGA Spring 2024 welcome event; GECHS TAG Talk; Lincoln County HS 10th grade visit to GC; Rhino Roadmap information; GC Spring Transfer Fair; 49er Next Meeting; GC Spring Fest; and Senior Night.
- Off-campus TAG efforts included maintaining an information-rich website; Zoom meetings with a partner high school's counselor and partner private university to review and discuss aspects of the TAG program;

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

information tables at area high school football games; presentation at a Lincoln County Teacher Cadet event; and campus visits to a local private college.

To meet the demands of higher enrollment and open faculty positions due to previous retirements/resignations, pressing needs for more English, Communications, and Mathematics faculty have been addressed with the addition of **two full-time English instructors, one full-time Communications instructor, and one full-time Mathematics instructor.**

Strengths:
The Foundations of Biotechnology and Basic Biotechnology certificates continue to be popular with the high school CCP population. In addition, the Biotechnology diploma is a popular add on major for many Associate in Science students.
Numerous impactful academic resources are offered to aid in student successful completion. The Division remains active in a variety of campus initiatives and activities, including: CoDE (Co-requisite Developmental Education; Gaston College Study Tours; Writing Center; Learning Center, MASC Center, Transfer Advising Center; Psi Beta; Gamma Beta Phi; Completion by Design; Achieving the Dream; NC College Transfer Program Association; STEM Persistence and Retention via Curricula, Centralization, and Cohorts (SPARC); Inquiry Based Learning methods; and North Carolina Guided Pathways to Success (NC-GPS) as well as the new GC Honors Program that began this FALL 2024.

Areas for Improvement:
The Arts and Sciences Division is always looking to enhance and improve the student experience. With continuous improvement in mind, several areas have been identified for further development. Additionally, divisional leaders will focus on providing further academic support to students in science and math courses, brainstorming ways to increase response rates for course evaluations and graduation surveys, improve seamless transfer to senior institutions, and reduce course withdrawal rates.

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

Needs:

- Rauch Science Building continues to be in desperate need of a new HVAC system due to dangerously high temperatures in the lab, which is a hazard with storing chemicals and materials in the lab. In addition, the greenhouse attached to Rauch continue to need repairs as it needs to be used for labs and resources.
- Arts and Sciences leadership will provide training for our faculty for the LMS upgrades and implementations.
- As Arts and Sciences continues to expand Lincoln Campus course offerings, leadership will assess, review, and monitor the classrooms to see if they meet student needs.
- Arts and Sciences has a critical need to hire more faculty in a variety of disciplines to meet the increasing number of course sections. This will allow us to provide more sections and times when courses could be offered to meet students' needs.

Strengths: What are we doing well? **Areas for Improvement: What can we do to better serve our students?** **Needs: What do we need from the institution? Include Personnel and Equipment Request** **Actions: What are our next steps? How will we make use of this program review for future improvement?**
Actions: 1. Continue to improve the North Carolina Community College System Critical Success measures for student success rate in curriculum English 2. Meet the North Carolina Community College System Critical Success measure for curriculum Math 3. Implement strategies to improve online learning and teaching, including LMS transition to Blackboard Ultra. 4. Continue to expand the Honors Program and Transfer Admission Guarantee programs. 5. Apply for grants to assist with supporting the Honors Program, Student Success initiatives, development of an online teaching and learning center, consortium with area community colleges and four-year institutions, and new SPARC offerings.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A20100	D20100	C20100A	C20100AP	C20100B	C20100BP	C20100C	C20100CP
American Indian/Alaska Native	0	0	0	0	0	1	0	0
Asian	1	1	1	1	1	0	4	0
Black	1	2	1	1	26	16	57	1
Hispanic	1	1	1	4	13	21	24	2
Two or More Races	0	0	1	0	0	0	3	0
Non-U.S. Resident	0	0	0	1	3	4	7	0
Unknown	82	53	4	39	29	142	40	25
White	13	3	13	12	58	84	98	10
Grand Total	**98**	**60**	**20**	**58**	**130**	**268**	**233**	**38**

Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?	F **TE Count D20100** 2018-2019 - 9.94 2019-2020 - 13.38 2020-2021 - 10.25 2021-2022 - 35.31 2022-2023 – 67.63 **2023-2024 – 83.81** There was an **increase** in FTE of approximately 16.18 from 2022-2023 to 2023-2024. Despite a slight decrease in FTE during 2020-2021 (possibly due to COVID-19), FTE has steadily increased in the Biotechnology degree and certificate programs.

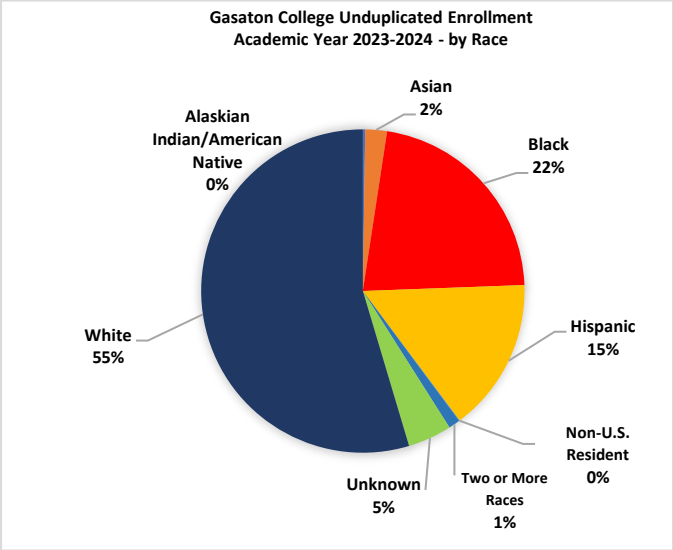
	Explanation/Narrative
What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	The C20100B Biotechnology Basic – Foundations of Biotechnology and C20100C Biotechnology Basic – Foundations of Healthcare certificates are the highest-earning FTE certificates within the biotechnology program, with 125 and 222 credentials awarded respectively. The academic year 2023-2024 saw an increase in A20100 A.A.S. degree completion by 600% (0 completers in 2022-2023 to 6 completers in 2023-2024. The certificates remain popular with dual-enrolled students. Biotechnology certificates, especially for the high school population, are typically selected based on the courses students are interested in completing more than the desire to earn the actual credential. All but one course (BTC-181) in Biotechnology are current curriculum courses housed within science and math and does not require any additional planned courses or faculty load outside of the BTC-181 course, making the biotechnology certificates a great benefit in earning FTE without added cost to the college. The return on investment for this program is consistently high; FTE income significantly outweighs the cost of running the program and faculty salaries. One improvement planned for the 2024-2025 year was discussed and planned throughout the 2023-2024 review period. Historically, **BTC-181** has been offered online in previous semesters. Both faculty and students have requested that the course be provided in face-to-face format. The course was revised during the 2023-2024 review cycle in order to implement it during Fall 2024. Success measures from this initiative will be discussed in the next program review cycle as FA2024 is the first term BTC-181 is being offered in the face-to-face format.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A20100 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Biotechnology at GC? Identify strategies for enrollment growth.	**Cleveland CC** had **12** (new recurring students for Spring 2024. however, **0** students from Lincoln & **1** student from Gaston our service area have enrolled in Biotechnology at CCC. Continue monitor for possible opportunities of program growth **Catawba Valley CC** had **0** (new and recurring students Spring 2024); **0** from Lincoln & **0** from Gaston no students from our service area. **Central Piedmont CC** had **0** (new and recurring students Spring 2024); **0** students from Lincoln & **0** from students Gaston no students from our service area. While the marketing of the CCP biotechnology pathways has been successful, as the enrollment from the College Now program is the majority of our enrollment, there has

	Explanation/Narrative
	been little marketing of the A.A.S in Biotechnology to traditional students other than the marketing that occurs by science faculty at campus event. Also, one of the biggest reasons students are not enrolling in Biotechnology from Gaston and Lincoln counties is because jobs are not available in this area for students in the biotechnology industry. In addition, the biotechnology degree program at Gaston College does not provide any biotechnology courses to students. They are not prepared to enter the workforce because the biotechnology degree is not offer key employability courses: Biotechnology, Recombinant DNA, Cell Culture Techniques, Bioethics, etc. One such addition of a biotechnology course (BIO-280) is being added as a requirement as soon as the state makes the requested changes to the course contact hours for BIO-280. Currently, the biotechnology program awaits final approval from the state. If approved, the results from that addition will be noted in the next program review cycle. The addition of the Biotechnology course has the potential to increase student enrollment in the biotechnology program. Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings. • All courses within the Associate of Arts degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. • Foundational requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. • Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. • Improving course offerings is an important goal within the Arts and Sciences. • To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. • Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created Hyflex course

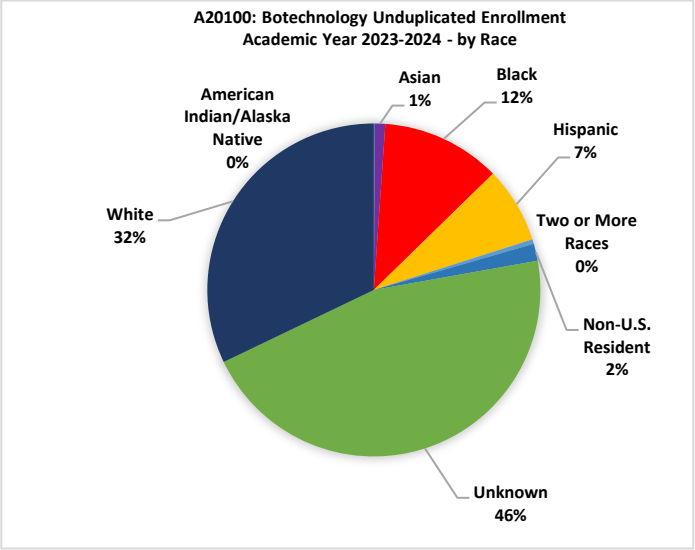
	Explanation/Narrative
	offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024



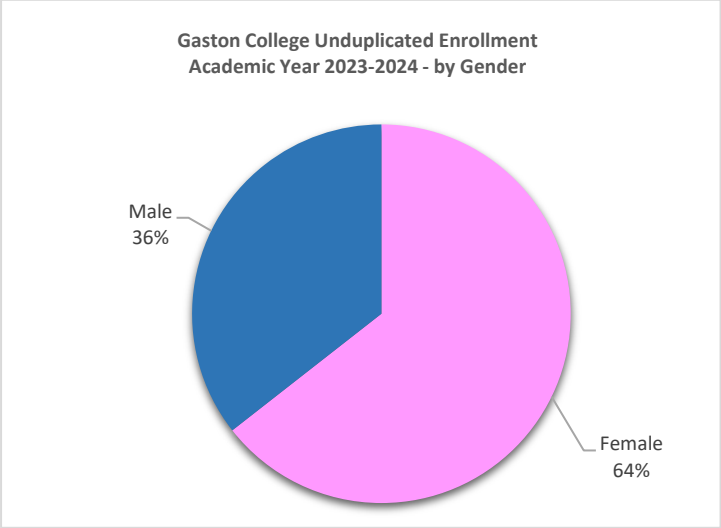
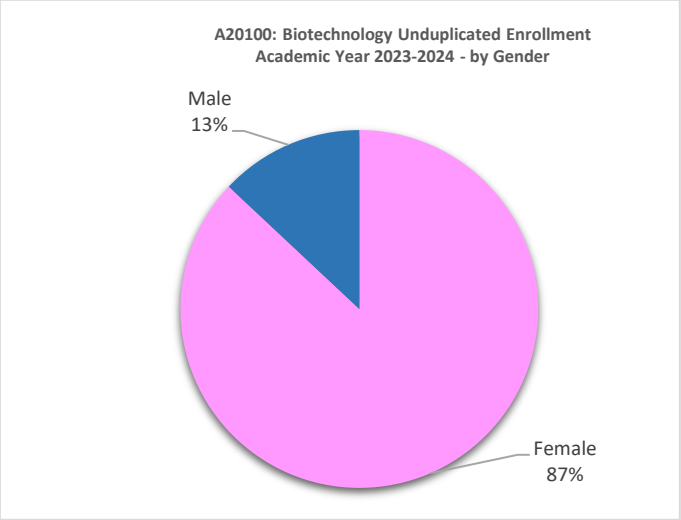
Program – Demographics 2023-2024



Demographic Enrollment Analysis by Race/Ethnicity:	**Demographics D20100 2023-2024**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Percent White - 32% Percent Non-White – 22% Percent Unknown – 46% Within the program, 32% of the students were white, while 22% of the students were non-white. It is important to note that 46% of the student population listed as an unknown race. Compared to the overall college-wide demographics, only 5% of the student population identified as "unknown". We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various courses, and individualized help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System

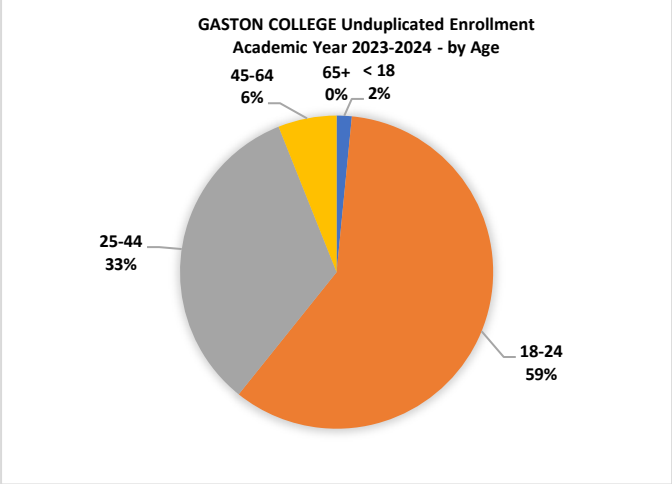
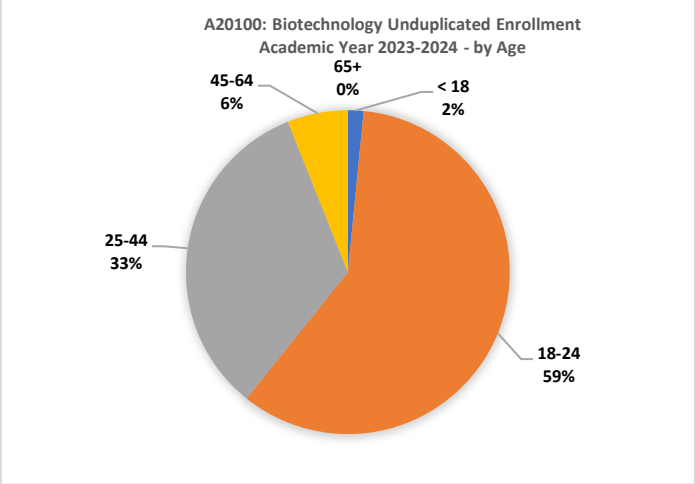
	developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	**Demographics D20100 2023-2024** Percent Female 87% Percent Male 13% Throughout academic year 2023-2024, 87% of the students in D20100 were females, 13% were male within the program. The overall population for GC is 64% female and 36% male. More females are engaging in the biotechnology program than males, despite biotechnology fields traditionally being male-dominated. We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic support for students, including growth mindset activities in various courses, and individualized help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	**Demographics D20100 2023-2024** Percent less than 18 years – 2% Percent 18-24 years - 59% Percent 25-44 years - 13% Percent 45-64 years – 6% Percent 65+ years – 0% The age demographics match the provided college-wide demographic data. There are no differences between the age populations at the college or biotechnology program levels. This is difficult to understand because we would expect a higher percentage of under 18 since this program is largely enrolled with College Now students. We continue to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide holistic academic support for students, including growth mindset activities in various courses, and individualized help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Science (Biotechnology Major Courses)	**4050**	**142**	**29**	**721.8**	**$3,230,920.56**
BIO-111	601	22	27	112.7	$506,951.76
BIO-112	257	12	21	48.2	$216,783.03
BIO-168	907	27	34	170.1	$765,066.97
BIO-169	587	21	28	110.1	$495,142.57
BIO-250	32	2	16	6.0	$26,992.44
BIO-275	316	10	32	59.3	$266,550.35
CHM-151	326	10	33	61.1	$274,985.48
CHM-152	101	6	17	18.9	$85,194.89

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024) (Science: Biotechnology Major Courses)

Course - Delivery Method	%A	%B	%C	%D	%F	%P	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
BIO-111	**39%**	**25%**	**12%**	**4%**	**5%**	**0%**	**0%**	**0%**	**14%**	**0%**	**1%**	**76%**	**81%**
Hybrid	24%	22%	20%	13%	8%	0%	0%	0%	13%	0%	1%	66%	79%
Online	42%	26%	10%	2%	4%	0%	0%	0%	16%	0%	1%	78%	80%
Seated	32%	23%	22%	8%	5%	0%	0%	0%	9%	0%	0%	77%	85%
BIO-112	**28%**	**28%**	**18%**	**4%**	**7%**	**0%**	**0%**	**0%**	**16%**	**0%**	**1%**	**74%**	**77%**
Hybrid	35%	29%	12%	6%	6%	0%	0%	0%	12%	0%	0%	76%	82%
Online	27%	26%	16%	4%	8%	0%	0%	0%	19%	0%	1%	70%	74%
Seated	30%	35%	24%	2%	2%	0%	0%	0%	7%	0%	0%	89%	91%
BIO-168	**18%**	**31%**	**16%**	**7%**	**11%**	**0%**	**0%**	**0%**	**17%**	**0%**	**1%**	**65%**	**72%**
Hybrid	22%	33%	11%	4%	11%	0%	0%	2%	16%	0%	2%	68%	73%
Online	19%	31%	16%	7%	9%	0%	0%	0%	18%	0%	2%	66%	73%
Seated	14%	29%	18%	7%	16%	0%	0%	0%	15%	0%	1%	62%	69%
BIO-169	**24%**	**36%**	**19%**	**3%**	**5%**	**0%**	**0%**	**0%**	**14%**	**0%**	**1%**	**79%**	**82%**
Hybrid	36%	20%	36%	4%	0%	0%	0%	0%	4%	0%	0%	92%	96%
HyFlex	20%	30%	40%	0%	10%	0%	0%	0%	0%	0%	10%	90%	90%
Online	25%	33%	18%	3%	4%	0%	0%	0%	17%	0%	1%	76%	79%
Seated	19%	46%	17%	4%	6%	0%	0%	1%	9%	0%	0%	82%	86%
BIO-250	**78%**	**13%**	**3%**	**0%**	**3%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**94%**	**94%**
Hybrid	67%	0%	17%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%
Online	81%	15%	0%	0%	4%	0%	0%	0%	0%	0%	0%	96%	96%
BIO-275	**74%**	**17%**	**2%**	**1%**	**2%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**93%**	**94%**
Online	74%	16%	2%	1%	3%	0%	0%	0%	4%	0%	0%	93%	93%
Seated	76%	19%	2%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%
BIO-168	**18%**	**31%**	**16%**	**7%**	**11%**	**0%**	**0%**	**0%**	**17%**	**0%**	**1%**	**65%**	**72%**
Hybrid	22%	33%	11%	4%	11%	0%	0%	2%	16%	0%	2%	68%	73%
Online	19%	31%	16%	7%	9%	0%	0%	0%	18%	0%	2%	66%	73%

Course - Delivery Method	%A	%B	%C	%D	%F	%P	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
CHM-151	**22%**	**26%**	**19%**	**5%**	**6%**	**0%**	**0%**	**0%**	**21%**	**0%**	**0%**	**68%**	**73%**
Online	24%	24%	19%	5%	4%	0%	0%	0%	23%	0%	0%	67%	72%
Seated	18%	33%	19%	4%	9%	0%	0%	0%	17%	0%	0%	70%	74%
CHM-152	**26%**	**35%**	**19%**	**3%**	**2%**	**0%**	**0%**	**0%**	**16%**	**0%**	**0%**	**79%**	**82%**
Online	28%	34%	16%	3%	3%	0%	0%	0%	16%	0%	0%	78%	81%
Seated	21%	36%	24%	3%	0%	0%	0%	0%	15%	0%	0%	82%	85%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility. Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. Based on current data, the Arts and Sciences course success rate is 89%.

	Explanation
	Currently, courses with low enrollments within A&S include the following: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. While there are several classes that have low enrollment, most classes have more than 10 students per section. The courses with low enrollment are managed well by providing only one section of that course. Within the biotechnology programs, course enrollment growth has increased in both BTC-181 and BIO-250. In the past, these courses have historically been low enrolled (less than 10 students), but over the past 3 years, there has been an increase in enrollment in these courses. BIO-250 is now offered in both fall and spring semesters (in the past, it was just offered one semester in the academic year). Seated sections are also being offered for both BTC-181 and BIO-250, which was in response to student need for these courses. Currently, there are no courses in the biotechnology programs that would be considered low-enrolled courses.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	Yes, the core course requirements have been reviewed and is undergoing a revision as of Fall 2024. A proposal to add a course to the Biotechnology A.A.S program has been sent to the state and is already supported by all other community colleges in the state with a Biotechnology program. In addition, Spring of 2023, the Science department was tasked with creating a new certificate in Biotechnology: Foundations of Biotechnology which includes 4 courses (Soil Science, Plant Science, Animal Science, and Introduction to Sustainability Studies. The program will be implemented in the FA of 2024 and data relating to the program will be in the next program review cycle. This certificate is taught at the Gaston College Lincoln Campus. This program provides options for our CCP students. Students in this program are co-enrolled with traditional college students and there is no difference between the rigor of the CCP program versus the traditional campus program as they are taught together
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality.	The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other

	Explanation
Include Quality Matters and online training information here	professional development opportunities, such as QM and ACUE. **The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:** • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) • Jeff Pruett (HIS-111) • Hisayo Tokura-Gallo (PSY-241) **The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters** • Dr. Patricia Williams • Ginger Black • Chris Ziemba-Tolbert • Katie Jordan **The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters** • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Dr. Patricia Williams • Katie Jordan **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC & APPQMR) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC, APPQMR, & 7th Ed Update) • Melanie Dekerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR)

	Explanation
	• Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR & 7th Ed Update) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC, APPQMR, & 7th Ed Update) • Judith Porter (IYOC) • Jeffery Pruett (IYOC & APPQMR) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC, APPQMR, 7th Ed Update) • Dr. Heather Woodson (IYOC & APPQMR) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC & APPQMR) • Jodi Valencic-Zieverink (IYOC & APPQMR) • Ginger Black (IYOC, APPQMR, & 7th Ed Update) • Katie Jordan (IYOC, APPQMR, 7th Ed Update) • Michael Boone (IYOC & 7th Ed Update)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Currently, courses with low enrollments within A&S: • Several ART courses (ART 132, 171, 214, 231, 232, 240, 241, 244, 264, 265, 271, 275, 283, 284, 285) all have less than 10 students. • Several EDU courses (EDU 243, 251, 261, 262) have less than ten students per section. Courses with Low Success Rates • The following courses had success rates lower than the divisional average of 89 - ACA 122; BIO 112, 155, 161, 163; CHM 103/130A, 151; COM 110, 231; EDU 119, 131, 146, 184, 221, 234, 280, 282; ENG 002, 011, 111; MAT 110, 121, 152, 172, 263; MUS 110; PSY 150; PHY 251, 252; REL 110 Courses with High Withdrawal Rates • The following courses had withdrawal rates that exceeded the divisional average by more than five percent: ACA 122; ART 121; BIO 111, 112, 155, 161, 168, 169; CHM 130/130A, 151, 152, 251, 252; COM 110; EDU 119, 146, 151, 184, 187, 251, 279; ENG 002, 011, 112; HIS 112; MAT 003, 152, 172, 263, 271; MUS 110, 112; PSY 241; REL 110; SOC 225. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and

	Explanation
	several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation cycle were 88-89%. Overall, student feedback for the program is positive. During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A20100 Biotechnology	**A20100**	DNA	DNA
D20100 Biotechnology Diploma	**D20100**	0%	DNA

C20100A Biotechnology Basic – Biotechnology	**C20100A**	DNA	100%
C20100AP Biotechnology Basic – Biotechnology (CCP)	**C20100AP**	DNA	DNA
C20100B Biotechnology Basic – Foundations of Biotechnology	**C20100B**	DNA	100%
C20100BP Biotechnology-Foundations of Biotechnology (CCP)	**C20100BP**	DNA	0%
C20100C Biotechnology Basic – Foundations of Healthcare	**C20100C**	DNA	0%
C20100CP Biotechnology-Foundations of Healthcare (CCP)	**C20100CP**	DNA	0%

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	**Program Retention D20100** Fall 2017 to Fall 2018 - 100% Fall 2018 to Fall 2019 - 33% Fall 2020 to Fall 2021 - 0% Fall 2021 to Spring 2022 - 96% Fall 2022 to Spring 2023 – 80% Fall 2023 to Spring 2024 – DNA Fall-to-fall retention data is unavailable or noted as 0% across the collected data tables. Fall-to-spring retention data for Fall 2022 to Spring 2023 is listed as DNA for this reporting period. **Program Retention C20100** Fall 2017 to Fall 2018 - 35% Fall 2018 to Fall 2019 - 65% Fall 2020 to Fall 2021 - 45% Fall 2021 to Spring 2022 - 74% Fall 2022 to Spring 2023 - DNA Fall 2023 to Spring 2024 – 100% Current data is not available for the most recent year within the certificate programs for Biotechnology. It is either reported as 100%, DNA, or 0% and therefore is hard to explain due to the lack of data as well as the change in reporting of the data.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A20100 Biotechnology	A20100	0	0	6	6
D20100 Biotechnology Diploma	D20100	1	0	0	1
C20100A Biotechnology Basic – Biotechnology	C20100A	3	4	12	19
C20100AP Biotechnology Basic – Biotechnology (CCP)	C20100AP	0	0	0	0
C20100B Biotechnology Basic – Foundations of Biotechnology	C20100B	14	30	81	125
C20100BP Biotechnology- Foundations of Biotechnology (CCP)	C20100BP	1	6	17	24
C20100C Biotechnology Basic – Foundations of Healthcare	C20100C	24	58	140	222
C20100CP Biotechnology- Foundations of Healthcare (CCP)	C20100CP	0	1	13	14
Grand Total		**42**	**99**	**269**	**411**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A20100 Biotechnology	A20100	0	0	0	6
D20100 Biotechnology Diploma	D20100	3	2	2	1
C20100A Biotechnology Basic – Biotechnology	C20100A	11	15	26	19
C20100AP Biotechnology Basic – Biotechnology (CCP)	C20100AP	0	8	0	0
C20100B Biotechnology Basic – Foundations of Biotechnology	C20100B	58	159	140	125
C20100BP Biotechnology- Foundations of Biotechnology (CCP)	C20100BP	4	232	8	24
C20100C Biotechnology Basic – Foundations of Healthcare	C20100C	167	654	349	222
C20100CP Biotechnology- Foundations of Healthcare (CCP)	C20100CP	0	5	6	14
	Grand Total	375	1,075	531	411

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	**A20100** Headcount – 98 Awards – 6 Awards at the Highest Level – 6 Awards to Headcount Ratio –6.122% **C20100C** Headcount – 233 Awards – 222 Awards at the Highest Level – 222 Awards to Headcount Ratio – 95.26% Overall Enrollment of all Biotech Certificates Headcount – 747 Awards – 404 Awards at the Highest Level – 404 Awards to Headcount Ratio – 54.08% Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. Students in A20100 and C20100C have diversified goals for attending; completion of a credential is only one preference. Many students plan to transfer before fulfilling degree requirements. One strategy to encourage degree completion is dedicated advising for Arts and Sciences so students have one-on-one advising to help keep them on track within their pathway. In addition, the Watermark student retention system is a tool the Division of Arts and Sciences encourages faculty to use to ensure completion at the course level. This has led to the retention of more students within the Arts and Science division.

Employment Data: Medical and Clinical Laboratory Technicians

JobsEQ 2024Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	82	2.5%	13	1.0%	$54,000
Lincoln	17	2.0%	3	2.0%	$53,300
***Charlotte**	1,176	2.5%	192	1.5%	$59,700

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

Employment Data: Medical and Clinical Laboratory Technologists

JobsEQ 2024Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**

Gaston	84	2.5%	13	1.0%	$54,100
Lincoln	17	2.0%	3	1.9%	$53,300
***Charlotte**	1,166	2.5%	190	1.5%	$59,700

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Clinical Laboratory Technologists and Technicians

Clinical Laboratory Technologists and Technicians

PRINTER FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

Employment of clinical laboratory technologists and technicians is projected to grow 5 percent from 2023 to 2033, about as fast as the average for all occupations.

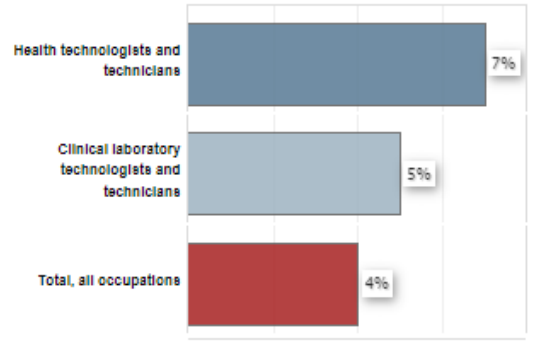
About 24,200 openings for clinical laboratory technologists and technicians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

An increase in the population of older adults is expected to lead to a greater need for diagnosing medical conditions, such as cancer or type 2 diabetes, through laboratory procedures. Prenatal testing for various types of genetic conditions also is increasingly common. Clinical laboratory technologists and technicians will be in demand to use and maintain the equipment needed for diagnosis and treatment.

Clinical Laboratory Technologists and Technicians

Percent change in employment, projected 2023-33



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for clinical laboratory technologists and technicians, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Clinical laboratory technologists and technicians	29-2010	344,200	362,500	5	18,200	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/clinical-laboratory-technologists-and-technicians.htm#tab-6

careeronestop
your source for career exploration, training & jobs

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Medical%20and%20Clinical%20Laboratory%20Technologists&onetcode=29201100&location=28034

**Same Data for Medical and Clinical Laboratory Technicians*

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	Currently, the Biotechnology program and its certificates are not being utilized for employment. Many students are enrolling in the biotechnology certificates as a secondary degree to their degree program or are dual-enrolled students. Given the scientific nature of the biotechnology program, students pursuing a certificate in biotechnology

	Explanation
	have career goals that require further education as opposed to direct preparation for the workforce. Statewide, health care careers are growing and are expected to increase by over 15% in the next 10 years.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	FTE Count D20100 2018-2019 - 9.94 2019-2020 - 13.38 2020-2021 - 10.25 2021-2022 - 35.31 2022-2023 – 67.63 **2023-2024 – 83.81** There was an **increase** in FTE of approximately 16.18 from 2022-2023 to 2023-2024. Despite a slight decrease in FTE during 2020-2021 (possibly due to COVID-19), FTE has seen a steady increase in FTE in the Biotechnology degree and certificate programs. The C20100B Biotechnology Basic – Foundations of Biotechnology and C20100C Biotechnology Basic – Foundations of Healthcare certificates are the highest-earning FTE certificates within the biotechnology program. While there are no completers in the AAS degree, this can be due to many students' interest in adding certificates as a secondary degree program in addition to their AS degree pathway. In addition, many students enrolled in the certificates are also dual-enrolled students. The Biotechnology certificates, especially for the high school population, are typically selected based on the courses students are interested in completing more than the desire to earn the actual credential. All but one course (BTC-181) in Biotechnology are current curriculum courses housed within science and math and does not require any additional planned courses or faculty load outside of the BTC-181 course, making the biotechnology certificates a great benefit in earning FTE without added cost to the college. The return on investment for this program is consistently high; FTE income significantly outweighs the cost of running the program and faculty salaries.
Community: How does this program lead to employment opportunities in the local community or prosperity zone?	Part of the value of the Associate in Arts program is that every student who graduates with an AA degree and then lives and works in the community is better equipped to think critically, communicate effectively through various means, identify and solve problems, and lead successfully because of

	Explanation
How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	the training they received at Gaston College. In that way, this program is impacting the Gaston College service area both in the present and potentially in the future. The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. An annual Transfer Advisory Committee is conducted with representatives from the main senior institutions for our transfer students. Transfer Admission Guarantees (TAGs) Co-Admission Programs have been developed with several public and private institutions in our area. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several private institutions offer specific scholarship opportunities to Gaston College transfer students. College Now is a program offered at Gaston College and is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students, in the GC service area of Gaston and Lincoln counties, to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), and ASTP (P1042T). In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, judging area high school art competitions, Legislative Breakfast, Educators Breakfast, Science Fair Judging, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the community.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Arts and Sciences Division effectively promotes the following unique qualities of the college/division, as seen by the trend of increased enrollment and increased FTEs: Gaston College participates in North Carolina Guided Pathways to Success (NC-GPS). As a result of this initiative, we have created streamlined pathways for students in the various degree programs. One of the benefits of NC-GPS is to create greater cost savings and efficiencies for students. Division faculty/staff participate in a robust marketing plan with the high school population as a target audience. This includes information tables at community events like

	Explanation
	football games and participation with partners such as public, charter and private high school at events like the annual Educators Breakfast. We continue to collaborate with senior institutions regarding the Transfer Advising Agreement (TAG) Co-Admission Programs and Baccalaureate Degree Plans (BDPs) to ensure a smooth transfer process. Additionally, student resources for this program are unique. Beyond our traditional learning center, we also have both a Writing Center and Math and Science Center staffed with professional academic coaches who hold a bachelor's degree or higher. Gaston College offers a SPARC Scholars program. This program is a scholarship initiative funded by the National Science Foundation and a private donor to help offset the unmet financial needs of Gaston College students. Scholarships up to $10,000 per student, per year, are offered to select full-time Associate of Science and Associate of Engineering students, who plan to transfer to a four-year university after graduating from Gaston College; major in Science, Technology, Engineering, or Math (STEM); and who show academic merit. Transition scholarships of up to $7,500 for at least the first year after transfer are also available to participants of the program. The amount awarded is determined based upon federal financial need. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, attend at least 8 globally designated events, and complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. Students who complete the program receive special recognition on their Gaston College transcript and receive a certificate of completion from UNC - Chapel Hill. The first full Honors Program within Gaston College and the Arts and Sciences Division was launched during the 2023-2024 school year.

SECTION IV: CONNECTION
Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Biotechnology (20100)	13.38	10.25	35.31	67.63	83.81

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
College Transfer (includes CCP Transfer Pathways & Biotech)	$6,863,459.75	2603.4	$10,802,789.22	$3,939,329.47	2648.9	$10,819,239.89	$3,955,780.14

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The biotechnology program data is included in the College Transfer Financial data. Revenue of college transfer is listed as $3,955,780.14 and has an FTE value of $10,819,239.89. Specifically, biotechnology generated 83.81 curriculum FTE's which higher than the previous year at 67.63.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Division of Arts and Sciences is involved in several educational and community partnerships. Educational partnerships include partnerships with public and private universities across North Carolina as well as local partnerships with area high schools through College Now. The Transfer Advisory Committee meets annually with representatives from the main senior institutions for GC transfer students. Transfer Admission Guarantees (TAGs) have been developed with several public and private institutions throughout North Carolina. Students are guaranteed admission to the selected institution if they maintain a certain GPA and follow the established program guidelines. Several of the private institutions offer specific scholarship opportunities to Gaston College transfer students. Gaston College also partners with UNC World View to offer robust global programming and opportunities for student recognition as a Scholar of Global Distinction. Students must complete 15 Semester Hours Credit in courses designated as globally intensive, they must attend at least 8 globally designated events, and they must complete 30 hours of intercultural experience. The 30 hours of intercultural experience is usually obtained through global travel. Gaston College has a study abroad program that travels internationally 2-3 times annually. For 2023-2024, the Gaston College Study Abroad program traveled to Ireland

	Explanation
	and Switzerland. Students who complete the program receive special recognition on their Gaston College transcripts and receive a certificate of completion from UNC Chapel Hill. College Now, a program offered at Gaston College, is one of our biggest collaborative efforts within Arts and Sciences. College Now is a dual enrollment program for qualified high school students to take tuition-free college classes. The Division of Arts and Sciences houses several dual-enrollment degree programs, including but not limited to AA (P1012C), AS (P1042C), AATP (P1012T), ASTP (P1042T), as well as in biotech which includes but is not limited to C20100A, C20100AP, C20100B, C20100BP, C20100C, C20100CP/ In addition, the Division of Arts and Sciences participates in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, Educators Breakfast, Science Fairs, Stampede for Success, Transfer Fairs, etc.). Each of these outreach events helps establish and build strong relationships with the area community.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map -A20100 Biotechnology

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

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

Program Learning Outcomes - A20100 Biotechnology

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

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

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

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

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

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

Summary of Associate in Fine Arts in Visual Arts	Total Points Achieved
Program Learning Outcome 1: Demonstrate comprehension of life at the cellular and molecular levels. 62%	**3**
Program Learning Outcome 2: Illustrate the proper use of a variety of laboratory techniques and procedures with accuracy, precision, and safety. 94%	**4**
Program Learning Outcome 3: Integrate the laboratory and lecture components of the program through the use of an experimental approach. 96%	**4**
Total Achieved/Total Possible	**11/12**
Overall Rubric Score	**91.667%**

Program Learning Outcomes - Biotechnology

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
1	Demonstrate comprehension of life at the cellular and molecular levels.	BIO 111: General Biology I Students will complete a comprehensive final exam. The final exam will include 30 multiple choice questions which allows students to meet the following student learning outcomes: 1. Investigate and design basic laboratory experimentation and techniques through the utilization of	On average, students will earn at least 70% on this artifact.	Fall 2023 Mean of Completers= 80%	Fall 2023 Changing the wording of questions 14 and 29 led to a significant increase in the number of correct responses. Question 14 went from 30% correct response rate to 50% correct response rate which was a positive 67% change. Question 29 when from a 30% correct response rate to a 62% correct response rate which was a positive 94% change.	Fall 2023 Questions falling below the .7 mark included number 14, 16, 17, and 20. With the exception of question 16, all other questions showed an increase in percent change. b. Question 14 had an increase by 32%in success rates; Question 17 had an increase by 5% in success rates, and Question 20 had a 6% increase in success rates c. Question 16, as previously mentioned, had an overall decrease in	Fall 2023 No action plan last assessment cycle since the course was switching to OER.	The wording on question 16 should be revisited and revised as needed. b. Because all questions except question 16, either showed improvement or stayed the same, it may now be time to revisit the assessment and consider changing questions, especially those questions show values above the .9 range among all students. This would include Questions 6, 8, 9, 11, 12, 13, 21, 23, 26, and 30. c. Changes will not be made to the 2024 exam and will be run one more time as a field test for the new OER	3

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		the scientific method. 2. Examine and relate the chemistry of life to biological processes. 3. Correlate cellular structure and function to cellular processes. 4. Attribute the mechanisms of genetics to biological patterns of inheritance. 5.Attribute and correlate the mechanisms of evolution to cellular biology.			Overall the questions are still balanced and cover each learning outcome.	success rate by 6%		textbook. If assessment of questions continues to remain at the .80 pass rate then we should consider increasing the success rate to reflect a value above .8 or consider changing the exam questions to reflect the need for constant improvement of the GEC assignment.	
Program Learning Outcome 1: Demonstrate comprehension of life at the cellular and molecular levels. - Total									**2/4**
2	Illustrate the proper use of a variety of	BTC 181: Basic Lab Techniques	On average, students will earn at least	**Spring 2024** Did not offer course	**Spring 2024** Did not offer course	**Spring 2024** Did not offer course	**Spring 2024** Did not offer course	**Spring 2024** Did not offer course	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
	laboratory techniques and procedures with accuracy, precision, and safety.	Students will complete a comprehensive final exam. The final exam will include matching, multiple choice questions, and True/False questions. The exam will be used to demonstrate student completion of interactive lab activities mastering glassware accuracy; environmental monitoring; GMP requirements; safety in the lab; performance verification of a balance; pH calibration; metric conversion;	70% on this artifact.				.		

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
		centrifugation; deliberate documentation ; pipetting; and fermentation with accuracy, precision, and safety.							
Program Learning Outcome 2: Illustrate the proper use of a variety of laboratory techniques and procedures with accuracy, precision, and safety. - Total									**4/4**
3	Integrate the laboratory and lecture components of the program through the use of an experimental approach	BIO 275 Microbiology: Success is demonstrated using an experimental approach in which students will analyze various scientific results by integrating lab and lecture components. A rubric will be used to assess the results and analysis of the data.	On average, students will earn at least 80% on this artifact.	**Fall 2023** 94.21%	**Fall 2023** The assessment criterion for the competency was met Yes, for the first action item, new resources were developed to help students better understand graphical analysis. These were added to the blackboard sections and utilized by students.	**Fall 2023** The overall average for the assessment is consistent from 2022 to 2023, however, students are still struggling with standard deviation and graphical analysis. Improvement in this area needs to be made.	**Fall 2023** Yes, the action plan was implemented from the previous year. Online microbiology courses were provided with several videos demonstrating how to complete the sum of squares and standard deviation. The topic of antibiotic resistance was scaffolded	At least 2 new resources and 1 new video will be added to BIO-275 courses by each instructor to help students better understand how graphical analysis is completed and to demonstrate how graphs are made. Students will be tasked with reviewing these resources before the completion of the assessment in	4

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
					Yes, for the second action item, the assessment is weighted heavier to encourage completion of the assessment.		through the course and students were provided an additional lab relating to antibiotic resistance for students to gain a better understanding before being asked to complete the BIO-275 assessment. There was a slight decrease in the overall assessment score.	each of the BIO-275 courses. Although students are required to complete the assessment, students in the online courses are opting to take a zero for the assessment instead of completing it. The instructors of BIO-275 will increase the point value or total weight of the assignment by 10% in order to work toward a completion rate of 80%. In addition, faculty in BIO-275 will work to provide at least one more case study (for practice) to ensure students are more comfortable with how an assessment	

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented	Score 1-4
				Results	Strengths	Areas for Improvement			
								of this type is completed.	
Program Learning Outcome 3: Integrate the laboratory and lecture components of the program through the use of an experimental approach - Total									**4/4**

Program Review – A55220 Early Childhood Education

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Brian Bookout
Program Chair: Erin Brassell
Program Code(s)/Name(s): Early Childhood Education
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A55220 Early Childhood Education**
- **A55220T Early Childhood Education – Transfer**
- **A55220TL Early Childhood Education – Transfer with Licensure**
- **A55220CR Early Childhood Education – Career Ready**
- **C55220C Early Childhood Education – Early Childhood**
- **C55220E Early Childhood Education – Special Needs**
- **C55220F Early Childhood Education – Early Literacy**
- **C55220G Early Childhood Education – Preschool**
- **C55220P Early Childhood Education – CCP**
- **C55850 Early Childhood Administration Certificate**

SECTION I: EXECUTIVE SUMMARY

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

Since the last program review, briefly discuss program strengths, areas of improvements, program needs, and program actions. If applicable, include program efforts to address recommendations from the last program review.

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

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

- Each ECE faculty member has communicated with the EDU advisor when issues arise regarding students' program of studies. Faculty members also have regular communication with Persistence and Retention, Trio, the Writing Center, and Counseling as needed.

Inactive students will be contacted via Watermark notes/alerts, BB reminder, email and/or phone within 3 absences and/or within 3 missed/failed assignments

- Each ECE faculty member has continued to use Watermark to communicate with low performing students, as needed. Faculty members are in the regular habit of communicating with students when they have missed classes/assignments.

Regular Zoom meetings with online student as well as seated and hybrid ones

- ECE faculty members have continued to offer Zoom meetings to all students, including online ones. We have regularly scheduled meetings for groups of students and we also offer individual Zoom (or in-person) meetings upon request.

At least three recruitment and/or community events will be held annually

- During the last school year, the ECE faculty helped to organize another annual Spring Conference for teachers in Gaston and Lincoln Counties. We also promoted the need for volunteers in programs like Spooktacular and America Reads.

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

ECE faculty will serve on relevant Partnership for Children of Lincoln & Gaston Counties and will work closely with local schools, centers, and homes

- The Program Lead is currently serving as a Board member at the Partnership for Children. In addition, another ECE faculty member served on the Rasing a Reader committee for the Partnership for Children. In order to place students into early childhood settings to log required Lab Hours in EDU 184 and EDU 284, ECE faculty work closely with Directors of area programs and our Advisory Board members.

Strengths:

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

Areas for Improvement:

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

Needs:

1. We need to consider ways to market the program to eligible student populations. The program can lead to gainful employment opportunities for many individuals. However, students who struggle with literacy, criminal backgrounds, and/or immigration status ought not to be funneled into our program since employability will be an ongoing issue.
2. We need to continue to boost enrollment/retention of student populations that are not well represented. Compared to the general population, we have a small percentage of students in some racial/ethnic groups and we have a very small percentage of male students.

Actions:

1. The ECE faculty plan to increase readiness as well as retention/completion. We have reached out to Advising and Admissions to inform them of our program's specific requirements in an attempt to enroll a better equipped student population. We will work to support students as they work towards their academic goals by continuing to use Watermark to reach out to low performing students. We also will continue to plan an annual Pinning Ceremony to help students celebrate completion of their program.
2. The ECE faculty plan to explore alternate modalities of teaching to maximize student learning. For the last year, we have offered various courses through the HYFLEX model. In the Spring, we plan to offer courses through a more traditional HYBRID model. We seek to find the best combination of in-person instruction and remote instruction that will enable more students to meet their academic goals.
3. The ECE faculty will continue to utilize Watermark for communication and referrals as well as Blackboard and email. Regular communication with students (and other interested parties) can help facilitate completion of courses and programs. Documentation of these processes can help identify patterns of behavior that may need to be addressed.

Strengths: What are we doing well? **Areas for Improvement: What can we do to better serve our students?** **Needs: What do we need from the institution? Include Personnel and Equipment Request** **Actions: What are our next steps? How will we make use of this program review for future improvement?**
4. The ECE faculty plan to continue to work closely with Admissions and/or Advising to ensure student success. Ongoing conversations about individual students as well as general student populations need to occur to ensure higher levels of student completion. 5. The ECE faculty plan to continue to work with the Partnership for Children to plan events like the Spring Conference. In addition, we will need to continue to work with local school systems and early childhood programs to help with access to placements for ECE students.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A55220	A55220CR	A55220T	A55220TL	D55220	C55220B
American Indian/Alaska Native	0	0	0	0	0	0
Asian	2	1	1	0	0	1
Black	8	22	1	2	1	0
Hispanic	16	4	0	1	3	3
Two or More Races	1	2	0	0	0	0
Non-U.S. Resident	1	0	0	0	0	0
Unknown	9	7	3	3	1	1
White	57	40	5	14	0	10
Grand Total	**94**	**76**	**10**	**20**	**1**	**15**

Academic Year 2023-2024 Unduplicated	C55220C	C55220D	C55220E	C55220F	C55220G	C55220P	C55850
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Black	12	0	3	3	7	2	4
Hispanic	3	0	1	1	2	2	0
Non-U.S. Resident	0	0	1	0	0	0	0
Two or More Races	0	0	0	0	1	1	0
Unknown	5	0	4	1	0	12	2
White	20	0	12	4	9	11	6
Grand Total	**40**	**0**	**21**	**9**	**19**	**28**	**12**

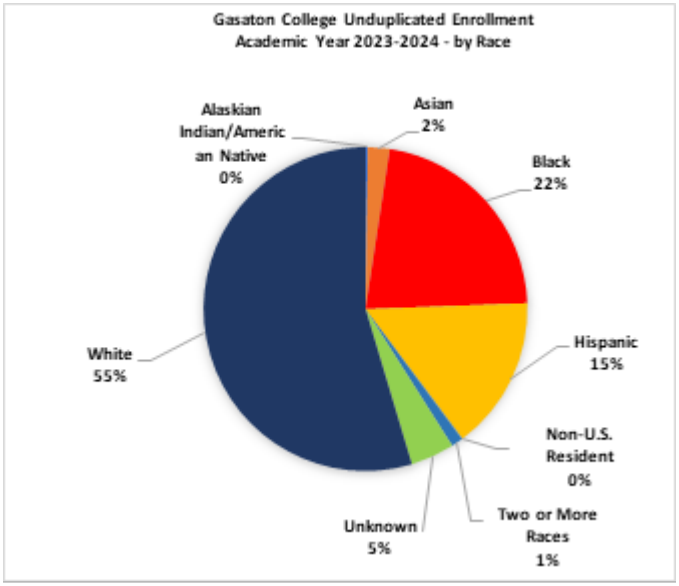
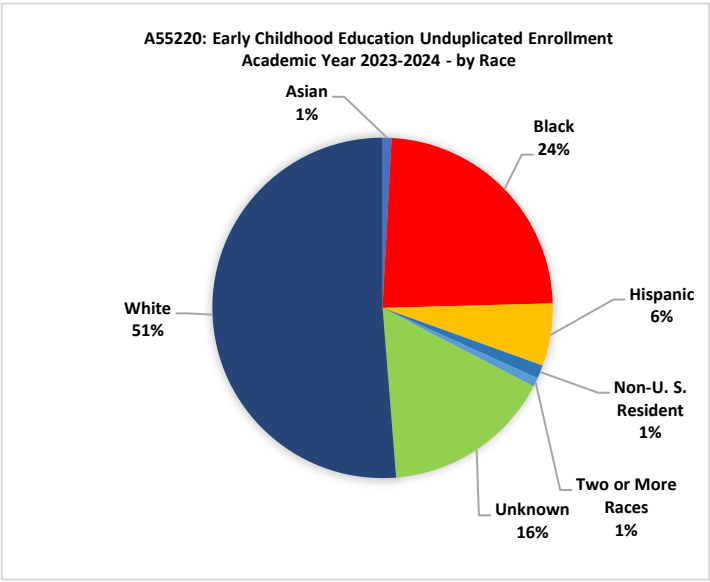
Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's	Enrollment in Early Childhood Education programs continues to increase. 2023-2024 saw an increase of 86 students. The total number of students in an ECE program or

	Explanation/Narrative
enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	diploma was 201 which is up from 115 from the 2022-2023 academic year. Various strategies have been implemented to improve enrollment goals, improve the program for students, and improve course offerings. • All courses within the ECE degree pathway are sequenced to allow successful completion of the pathway that is both efficient for student completion and economical in terms of programing cost. • Foundational requirements are provided early in the program and promote completion of pre-requisite courses early in the program to ensure successful completion. • Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. • Improving course offerings is an important goal within the Arts and Sciences. • To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. • Previous semester data has been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Science division has created Hyflex course offerings in English and has added online and online-synchronous options of prerequisite and co-requisite classes in Math and English to better serve the needs of students.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A55220 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Early Childhood Education program at GC? Identify strategies for enrollment growth.	The Arts and Sciences Division provides academic holistic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. The ECE program continues to strive to serve broader demographics, including minorities, low-income students, working adults, returning students, and students with low academic achievement. We provide academic holistic supports for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Arts and Sciences Advising Center. **Cleveland CC** had **84** (new recurring students for Spring 2024; however, **2** students from Lincoln & **7** students from Gaston our service area have enrolled in the Early Childhood

	Explanation/Narrative
	Education program at CCC. 2 + 7 = 9. A possible opportunity for program growth. **Catawba Valley CC** had **53** (new and recurring students for Spring 2024); however, **1** student from Lincoln & **1** student from Gaston our service area has enrolled in the Early Childhood Education program at CCC. 1 + 1 = 2. A possible opportunity for program growth. **Central Piedmont CC** had **344** (new and recurring students Spring 2023); however, **1** student from Lincoln & **15** students from Gaston our service area has enrolled in the Early Childhood Education program at CCC. 1 + 15 = 16. A possible opportunity for program growth. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC. Greater outreach will be provided to male students in an effort to increase the numbers of male students in the ECE program.

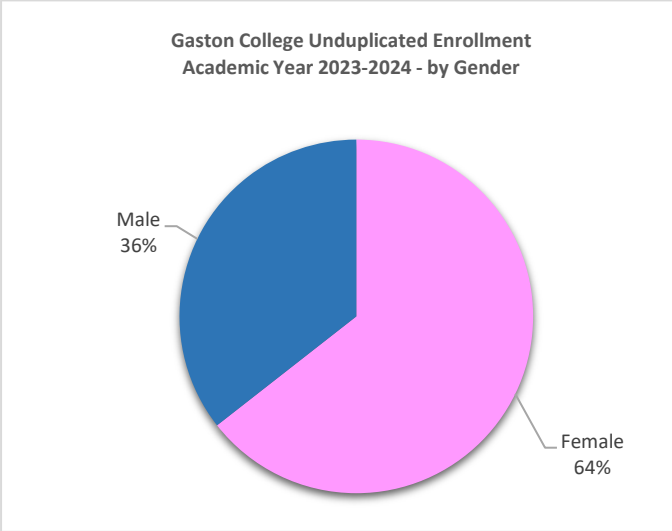
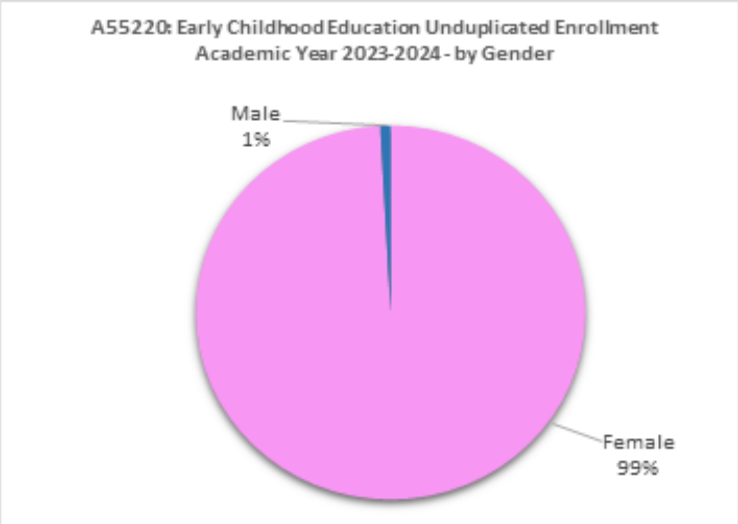
Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	**Program – Demographics 2023-2024**
	

Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall	**Demographics Early Childhood Education during 2023-2024 Academic Year** Percent White 51%

enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Percent Asian 1% Percent Black 24% Percent Hispanic 6% Percent Unknown 16% **Demographics College-wide during 2023-2024 Academic Year** Percent White 55% Percent Asian 2% Percent Black 22 % Percent Hispanic 15% Percent Unknown 5% Demographic enrollment in the Early Childhood program parallel those of the wider college demographic data except for Hispanic enrollment. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a participant in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to making stakeholders within the service area aware of all A&S programs, including the AAS in Early Childhood Education through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

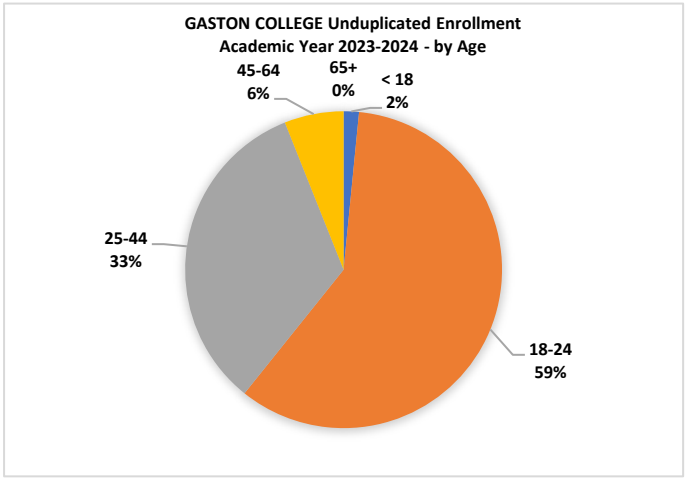
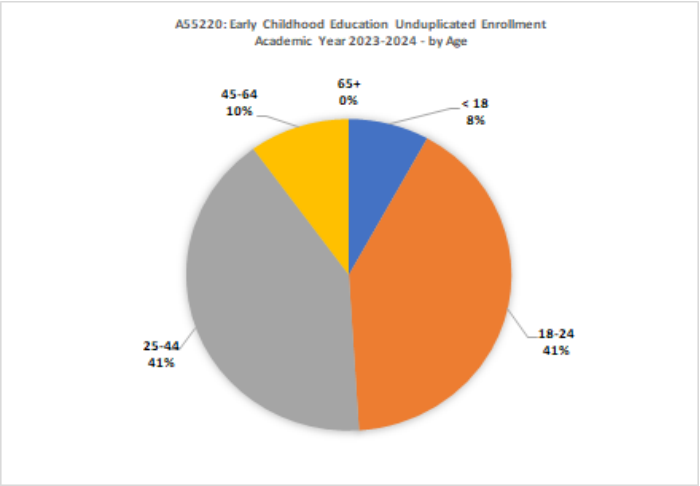
Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender:	**Demographics A10100 during 2023-2024 Academic Year**
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Percent Female 99% Percent Male 1% **Demographics College-wide during 2023-2024 Academic Year** Percent Female 64% Percent Male 36% During the academic year 2023-2024, there were significantly more female students in the Early Childhood Education Program than male. This may reflect the trend that shows more females than males enroll in education programs nationwide. This is especially true for Early Childhood Education. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are a participant in the current North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model. The division plans to use marketing efforts to ensure all students in our service area understand the value of attending GC. Divisional leadership remains committed to

	making stakeholders within the service area aware of all A&S programs, including the AAS in Early Childhood Education through participation in outward facing events such as the GC Student Success Expo; the Gaston College Educators Breakfast; the Fall Transfer Fair; College Now training events; GC Open House events; Early College High School TAG Co-Admission events; SGA welcome events; Lincoln County HS student visits to GC; GC Spring Fest; Lincoln County Apple Festival, and GC Senior Night.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The demographics above indicate that enrollment based on age is similar for the Early Childhood Education program as for the college with the exception of the 18-24 age group. The data shows that students in the Early Childhood Education program are slightly older than the average student. Arts and Sciences as a division provides holistic academic support for students, including growth mindset activities in various courses, and individual help in the Writing Center, Math and Science Center, Learning Center, TRIO, and the Transfer Advising Center. Additionally, we are an early adopter of the North Carolina Community College System developmental redesign, which has a goal of accelerating the progression of underprepared students using a corequisite model.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Early Childhood Ed	**569**	**29**	**20**	**64.3**	**$251,342.79**
EDU-119	75	3	25	9.4	$36,674.53
EDU-131	27	1	27	2.5	$,902.12
EDU-144	25	1	25	2.3	$9,168.63
EDU-145	28	1	28	2.6	$10,268.87
EDU-146	10	1	10	0.9	$3,667.45
EDU-151	18	1	18	1.7	$6,601.42
EDU-153	33	1	33	3.1	$12,102.60
EDU-184	8	1	8	1.0	$3,911.95
EDU-185	17	1	17	1.6	$6,234.67
EDU-187	45	2	23	8.4	$33,007.08
EDU-216	93	3	31	8.7	$34,107.31
EDU-221	20	1	20	1.9	$7,334.91
EDU-234	26	1	26	2.4	$9,535.38
EDU-243	16	2	8	1.5	$5,867.93
EDU-250	18	1	18	1.7	$6,601.42
EDU-250	18	1	18	1.7	$6,601.42
EDU-251	11	1	11	1.0	$4,034.20
EDU-259	14	1	14	1.3	$5,134.43
EDU-261	9	1	9	0.8	$3,300.71
EDU-262	8	1	8	0.8	$2,933.96
EDU-279	18	1	18	3.4	$13,202.83
EDU-280	15	1	15	1.4	$5,501.18
EDU-282	24	1	24	2.3	$8,801.89

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated –

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%I	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
EDU-119	**12%**	**24%**	**19%**	**4%**	**9%**	**0%**	**0%**	**0%**	**32%**	**0%**	**3%**	**55%**	**59%**	**2.37**	**80%**
HyFlex	20%	25%	10%	0%	10%	0%	0%	0%	35%	0%	0%	55%	55%	2.69	85%
Online	9%	24%	22%	5%	9%	0%	0%	0%	31%	0%	4%	55%	60%	2.26	79%
EDU-131	**30%**	**22%**	**15%**	**26%**	**4%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**67%**	**93%**	**2.50**	**69%**
Online	30%	22%	15%	26%	4%	0%	0%	0%	4%	0%	0%	67%	93%	2.50	69%
EDU-144	**68%**	**16%**	**12%**	**0%**	**4%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**96%**	**96%**	**3.44**	**96%**
Hybrid	68%	16%	12%	0%	4%	0%	0%	0%	0%	0%	4%	96%	96%	3.44	96%
EDU-145	**54%**	**25%**	**11%**	**0%**	**4%**	**0%**	**0%**	**0%**	**7%**	**0%**	**4%**	**89%**	**89%**	**3.35**	**96%**
Hybrid	54%	25%	11%	0%	4%	0%	0%	0%	7%	0%	4%	89%	89%	3.35	96%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	%R	%I	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
EDU-146	**40%**	**10%**	**10%**	**20%**	**0%**	**0%**	**0%**	**0%**	**20%**	**0%**	**0%**	**60%**	**80%**	**2.88**	**75%**
Online	40%	10%	10%	20%	0%	0%	0%	0%	20%	0%	0%	60%	80%	2.88	75%
EDU-151	**50%**	**17%**	**17%**	**0%**	**0%**	**0%**	**0%**	**0%**	**17%**	**0%**	**0%**	**83%**	**83%**	**3.40**	**100%**
Hybrid	50%	17%	17%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.40	100%
EDU-153	**58%**	**24%**	**12%**	**0%**	**3%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**94%**	**94%**	**3.38**	**97%**
Online	58%	24%	12%	0%	3%	0%	0%	0%	3%	0%	0%	94%	94%	3.38	97%
EDU-184	**63%**	**0%**	**0%**	**13%**	**0%**	**0%**	**0%**	**0%**	**25%**	**0%**	**0%**	**63%**	**75%**	**3.50**	**83%**
Online	63%	0%	0%	13%	0%	0%	0%	0%	25%	0%	0%	63%	75%	3.50	83%
EDU-185	**65%**	**12%**	**18%**	**0%**	**6%**	**0%**	**0%**	**0%**	**0%**	**0%**	**6%**	**94%**	**94%**	**3.29**	**94%**
Hybrid	65%	12%	18%	0%	6%	0%	0%	0%	0%	0%	6%	94%	94%	3.29	94%
EDU-187	**33%**	**16%**	**11%**	**2%**	**4%**	**0%**	**0%**	**0%**	**33%**	**0%**	**2%**	**60%**	**62%**	**3.07**	**90%**
Online	34%	16%	16%	0%	6%	0%	0%	0%	28%	0%	0%	66%	66%	3.00	91%
Seated	31%	15%	0%	8%	0%	0%	0%	0%	46%	0%	8%	46%	54%	3.29	86%
EDU-216	**47%**	**17%**	**13%**	**5%**	**4%**	**0%**	**0%**	**0%**	**13%**	**0%**	**1%**	**77%**	**83%**	**3.12**	**89%**
Online	47%	17%	13%	5%	4%	0%	0%	0%	13%	0%	1%	77%	83%	3.12	89%
EDU-221	**40%**	**15%**	**25%**	**10%**	**5%**	**0%**	**0%**	**0%**	**5%**	**0%**	**0%**	**80%**	**90%**	**2.79**	**84%**
Online	40%	15%	25%	10%	5%	0%	0%	0%	5%	0%	0%	80%	90%	2.79	84%
EDU-234	**23%**	**31%**	**23%**	**8%**	**4%**	**0%**	**0%**	**0%**	**12%**	**0%**	**0%**	**77%**	**85%**	**2.70**	**87%**
Online	23%	31%	23%	8%	4%	0%	0%	0%	12%	0%	0%	77%	85%	2.70	87%
EDU-243	**69%**	**13%**	**6%**	**0%**	**6%**	**0%**	**0%**	**0%**	**6%**	**0%**	**0%**	**88%**	**88%**	**3.47**	**93%**
Online	69%	13%	6%	0%	6%	0%	0%	0%	6%	0%	0%	88%	88%	3.47	93%
EDU-250	**83%**	**6%**	**6%**	**0%**	**0%**	**0%**	**0%**	**0%**	**6%**	**0%**	**0%**	**94%**	**94%**	**3.82**	**100%**
Online	83%	6%	6%	0%	0%	0%	0%	0%	6%	0%	0%	94%	94%	3.82	100%
EDU-251	**36%**	**0%**	**36%**	**0%**	**9%**	**0%**	**0%**	**0%**	**18%**	**0%**	**0%**	**73%**	**73%**	**2.67**	**89%**
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Course sequencing is a high priority within the Division. Collaboration with other divisions and programs occurs each semester to meet the general education needs of all programs college wide. A course matrix of semester offerings is provided to college program leaders. This is true for Early Childhood Education as course sequencing is extremely important for student success and completion. Data analysis of fill rates and course demands of prior semesters is used to create the schedule for each upcoming semester. Course fill rates are closely monitored during registration periods to maximize efficiency in course offerings. Improving course offerings is an ongoing goal within Arts and Sciences. To enhance course enrollment and maintain consistent course offerings, A&S has diligently streamlined semester schedules. Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The science curriculum schedule now includes lab sessions in both morning and afternoon slots to accommodate students' scheduling needs. Multiple lab sessions throughout the day have been introduced to provide students with greater flexibility.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program's core course requirements or total credit hours have been reviewed or revised within the last two years. This process is carried out through collaboration of department leads, program chairs, divisional deans, and the Curriculum Committee. Opportunities to meet foundational requirements, such as gateway English and math classes, are provided early in the program, which promotes completion of pre-requisite courses early in the program to ensure successful completion. Students are encouraged, through advising and discussion with faculty and staff, to take Math and English (including prerequisite and/or corequisite courses) as early in their academic program as possible. One significant curriculum revision that will be enacted in the next two years is the launch of a state-mandated Development English co-requisite class, ENG 045, which will replace the current version of developmental instruction covered in a pre-requisite, ENG 002, and co-requisite, ENG 011. ENG 045 will serve students who have a high school GPA of 2.79 or below. Another curriculum change will occur as the current developmental math process will be replaced by the MAT Department's choice of one of the NCCCS's recommended options during the next assessment cycle.

	Explanation
	EDU courses are or have been offered in local high schools. Instructors deliver the same content, with no changes in rigor or quality, in classes delivered on high school campuses. This is verified by internal audits regularly conducted by departmental leads, program chairs, and Distance Education personnel.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Previous semester data have been analyzed to ascertain student demand based on course, modality, time of day, and campus location. The Arts and Sciences division has expanded the number of HyFlex options to include ACA, EDU, ENG, PHY, PS, SOC, and HIS classes to better meet the needs of students. This helps ECE students progress through the requirements for graduation more smoothly. ECE course, with the help of our instructional designers, have begun the process of moving all of the courses into Blackboard Ultra. This will help ensure student success and an easier transition for faculty. All curse are mandated to move to BB Ultra by Fall 2025. The division has also worked to offer online teaching and instructional design training in a variety of ways. Some trainings have been and will continue to be offered in-house by the Dean and Associate Deans. In addition, many faculty are working toward improving instruction in other professional development opportunities, such as QM and ACUE. **The following faculty in Arts and Sciences have at least 1 course certified by Quality Matters:** • Tonia Broome (MAT-152) • Melanie Dekerlegand (ENG-111) • Michele Domenech (ENG-112) • Hisayo Tokura Gallo (PSY 241) • Leslie Huss (MAT-171) • Dr. Lori Metcalf (PSY-150) • Ed Pardue (SOC-210) • Judith Porter (MUS-110) • Jeff Pruett (HIS 111) • Susan Whittemore (BIO-111) • Dr. Patricia Williams (BIO 275) • Dr. Heather Woodson (EDU-243) • Chris Ziemba-Tolbert (ACA-122) • Jeff Pruett (HIS-111) • Hisayo Tokura-Gallo (PSY-241)

	Explanation
	The following faculty in Arts and Sciences have received certification to be Certified Peer Reviewers for Quality Matters • Dr. Patricia Williams • Ginger Black • Chris Ziemba-Tolbert • Katie Jordan **The following faculty in Arts and Sciences has received certification to be a Master Reviewer for Quality Matters** • Dr. Patricia Williams **The following faculty in Arts and Sciences have earned the Full Online Teaching Certification (7-course program) for Quality Matters:** • Ginger Black • Dr. Patricia Williams • Katie Jordan **The following faculty in Arts and Sciences have completed Professional Development in Quality Matters:** • Marguerite Bishop (IYOC & APPQMR) • Brian Bookout (IYOC & APPQMR) • Tonia Broome (IYOC & APPQMR) • Penny Brower (IYOC & APPQMR) • Heather Bruch (IYOC) • Amy Chaney (IYOC, APPQMR, & 7th Ed Update) • Melanie Dekerlegand (IYOC & APPQMR) • Keith Denson (IYOC & APPQMR) • Gerri Dobbins (IYOC & APPQMR) • Michele Domenech (IYOC & APPQMR) • Hisayo Tokura-Gallo (IYOC & APPQMR & 7th Ed Update) • Mary Gourley (IYOC & APPQMR) • Leslie Huss (IYOC & APPQMR) • Dr. Shannon Landrum (IYOC) • Dr. Lori Metcalf (IYOC & APPQMR) • Mary Morton (IYOC & APPQMR) • Ed Pardue (IYOC, APPQMR, & 7th Ed Update) • Judith Porter (IYOC) • Jeffery Pruett (IYOC & APPQMR) • Dr. Chris Thurley (IYOC & APPQMR) • Susan Whittemore (IYOC & APPQMR) • Dr. Patricia Williams (DYOC, IYOC, APPQMR, 7th Ed Update) • Dr. Heather Woodson (IYOC & APPQMR) • Chris Ziemba-Tolbert (APPQMR) • Bianca Yavelak (IYOC & APPQMR) • Jodi Valencic-Zieverink (IYOC & APPQMR) • Ginger Black (IYOC, APPQMR, & 7th Ed Update)

	Explanation
	• Katie Jordan (IYOC, APPQMR, 7th Ed Update) • Michael Boone (IYOC & 7th Ed Update)
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	EDU 243, 251, 261, 262) have less than ten students per section. EDU 119, 131, 146 have lower success rates than the divisional average. EDU 119, 146, 151, 184, 187, 251, 279 had withdrawal rates that exceeded the divisional average by more than five percent. Many students come into the ECE program not ready for success; others are unaware of all course requirements and unable to attend some in-person meetings such as evening, etc. In many EDU courses, students are required to complete work at an off-campus location such as a school. This may result in higher withdrawal rates for some sections. Some solutions might be to have better or clearer notification in Self Service and/or advising on EDU courses that have on-campus and other in-person requirements (e.g., lab hours in EDU 184 and EDU 284). We feel that requiring more college readiness skills (e.g., technology, writing, etc.) requiring ACA first, requiring students to follow the suggested scope and sequence would likely result in student success. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated.	Course evaluations are conducted each fall and spring semester for every faculty member and every class. Faculty members, along with their department chairs, have access to course evaluations upon Due to course evaluations being

	Explanation
Explain how the student feedback is being used to improve the course(s).	administered online and students having the perception that they must finish the form to have access back into the Blackboard class, evaluation completion rates are strong and in this evaluation cycle were 88-89%. Overall, student feedback for the program is positive. During the 2023-2024 academic year, a pilot was conducted in two departments (Science and Math) in the Division of Arts and Sciences requiring faculty to add a self-reflection to their annual evaluation. Faculty reviewed each of their course evaluations, documented scores on specific questions, discussed specific positive and negative comments from students, and created a plan for change or improvement. The divisional leadership team felt this produced meaningful self-evaluation, and many faculty commented on how helpful it was in terms of their student evaluations. Each department in the Division of Arts and Sciences adopted this process for the remainder of the 2023-2024 academic year, guaranteeing that faculty reviewed course evaluations and analyzed student feedback, with the goal of making changes as needed to classes based on student responses.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A55220 Early Childhood Education	**A55220**	DNA	DNA
A55220T Early Childhood Education – Transfer	**A55220T**	0%	33%
A55220TL Early Childhood Education – Transfer with Licensure	**A55220TL**	0%	75%
A55220CR Early Childhood Education – Career Ready	**A55220CR**	45%	40%
C55220C Early Childhood Education – Early Childhood	**C55220C**	0%	0%
C55220E Early Childhood Education – Special Needs	**C55220E**	DNA	0%
C55220F Early Childhood Education – Early Literacy	**C55220F**	DNA	DNA
C55220G Early Childhood Education – Preschool	**C55220G**	DNA	DNA
C55220P Early Childhood Education – CCP	**C55220P**	DNA	DNA
C55850 Early Childhood Administration Certificate	**C55850**	DNA	DNA
D55220 Early Childhood Education	**D55220**		DNA

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
		DNA	

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	EDU 119, 146, 151, 184, 187, 251, 279 had withdrawal rates that exceeded the divisional average by more than five percent. Many students come into the ECE program not ready for success; others are unaware of all course requirements and unable to attend some in-person meetings such as evening, etc. In many EDU courses, students are required to complete work at an off-campus location such as a school. This may result in higher withdrawal rates for some sections. Some solutions might be to have better or clearer notification in Self Service and/or advising on EDU courses that have on-campus and other in-person requirements (e.g., lab hours in EDU 184 and EDU 284). We feel that requiring more college readiness skills (e.g., technology, writing, etc.) requiring ACA first, requiring students to follow the suggested scope and sequence would likely result in student success. The divisional average success rate is 89%, and several courses fall near or below this success rate. In addition, the average withdrawal rate for Arts and Sciences is 9%, and several courses have been identified that exceed that number by more than five percent. The Division of Arts and Sciences makes use of the Watermark system to catch students who are struggling as early as possible. Instructors communicate with students regarding absences and raise alerts with advisors to address student withdrawal and success issues. In addition, course audits are conducted to ensure faculty are meeting grading deadlines and are designing their courses with student success in mind. In-house divisional training is offered throughout the year to help faculty improve their instructional design approaches, and department leads work with individual instructors to identify and correct course design or class policy issues that may impact student withdrawals.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A55220 Early Childhood Education	A55220	0	3	14	18
A55220T Early Childhood Education – Transfer	A55220T	0	0	1	1
A55220TL Early Childhood Education – Transfer with Licensure	A55220TL	1	0	1	2
C55220B Early Childhood Education – Administration	C55220B	0	0	0	0
A55220CR Early Childhood Education – Career Ready	A55220CR	0	0	8	8
C55220C Early Childhood Education – Early Childhood	C55220C	0	1	8	9
C55220E Early Childhood Education – Special Needs	C55220E	0	0	14	14
C55220F Early Childhood Education – Early Literacy	C55220F	0	0	7	7
C55220G Early Childhood Education – Preschool	C55220G	0	0	8	8
C55220P Early Childhood Education – CCP	C55220P	0	0	0	0
C55850 Early Childhood Administration Certificate	C55850	0	1	2	3
Grand Total		**1**	**5**	**63**	**70**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A55220 Early Childhood Education	A55220	**0**	0	0	18
A55220T Early Childhood Education – Transfer	A55220T	0	1	0	1
A55220TL Early Childhood Education – Transfer with Licensure	A55220TL	6	0	2	2
A55220CR Early Childhood Education – Career Ready	A55220CR	3	1	5	8
C55220B Early Childhood Education – Administration	C55220B	3	0	0	0
C55220C Early Childhood Education – Early Childhood	C55220C	3	0	0	9
C55220E Early Childhood Education – Special Needs	C55220E	12	7	4	14
C55220F Early Childhood Education – Early Literacy	C55220F	23	9	8	7
C55220G Early Childhood Education – Preschool	C55220G	9	5	3	8
C55220P Early Childhood Education – CCP	C55220P	27	10	13	0

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
C55850 Early Childhood Administration Certificate	**C55850**	0	7	3	3
	Grand Total	83	40	38	73

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	Total headcount (enrolled in degree): 215 Total awards (degree/diploma):29 Award to Headcount ratio: 13.4 The barriers remain due to a systemic challenge. Throughout the field of Early Education there are ongoing issues with low wages, high amounts of burnout, and low levels of job satisfaction. The potential earnings for our students and graduates is drastically falling because of the pandemic-era Stabilization Grants going away. Timely student completion has been a major objective for both the Division and the College. Specific initiatives, such as Completion by Design, Achieving the Dream, and NC-GPS, have provided the framework for improvement strategies. The ECE program continues to make referrals for campus resources for students as needed and meets regularly with college advisors as a best practice.

Employment Data; Education and Childcare Administrators, Preschool and Daycare

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	43	n/a	6	0.6%	$54,900
Lincoln	11	n/a	2	1.6%	$54,100
***Charlotte**	636	0.7%	98	0.9%	$59,600

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

Employment Data: Teachers and Instructors, All Others

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	39	2.5%	11	1.3%	$38,500
Lincoln	14	n/a	4	2.3%	$37,900
***Charlotte**	700	2.4%	197	1.4%	$41,500

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

**Per request for future Program Review documents, also include the employment data for the more common jobs*

such as Teacher, Teacher Assistant, substitute teacher, etc.

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Preschool and Childcare Centers Directors

Preschool and Childcare Center Directors

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

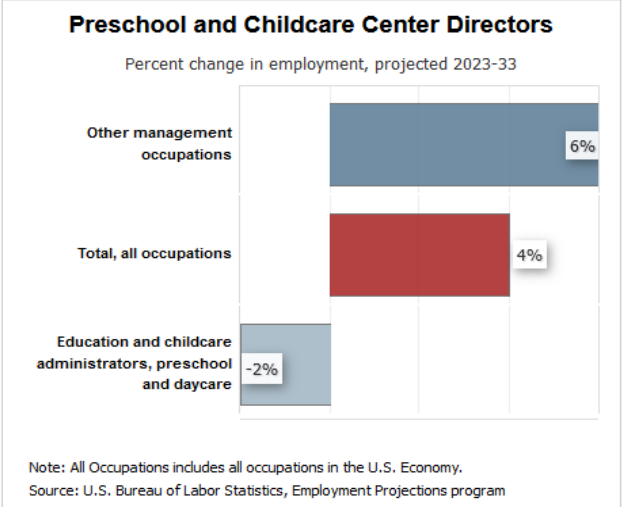
About this section

Employment of preschool and childcare center directors is projected to decline 2 percent from 2023 to 2033.

Despite declining employment, about 5,100 openings for preschool and childcare center directors are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire.

Employment

Early childhood education is widely recognized as important for a child's intellectual and emotional development. However, the rising cost of childcare may limit the demand for preschool and childcare center directors over the projections decade.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for preschool and childcare center directors, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Education and childcare administrators, preschool and daycare	11-9031	80,900	79,200	-2	-1,700	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/management/preschool-and-childcare-center-directors.htm#tab-6

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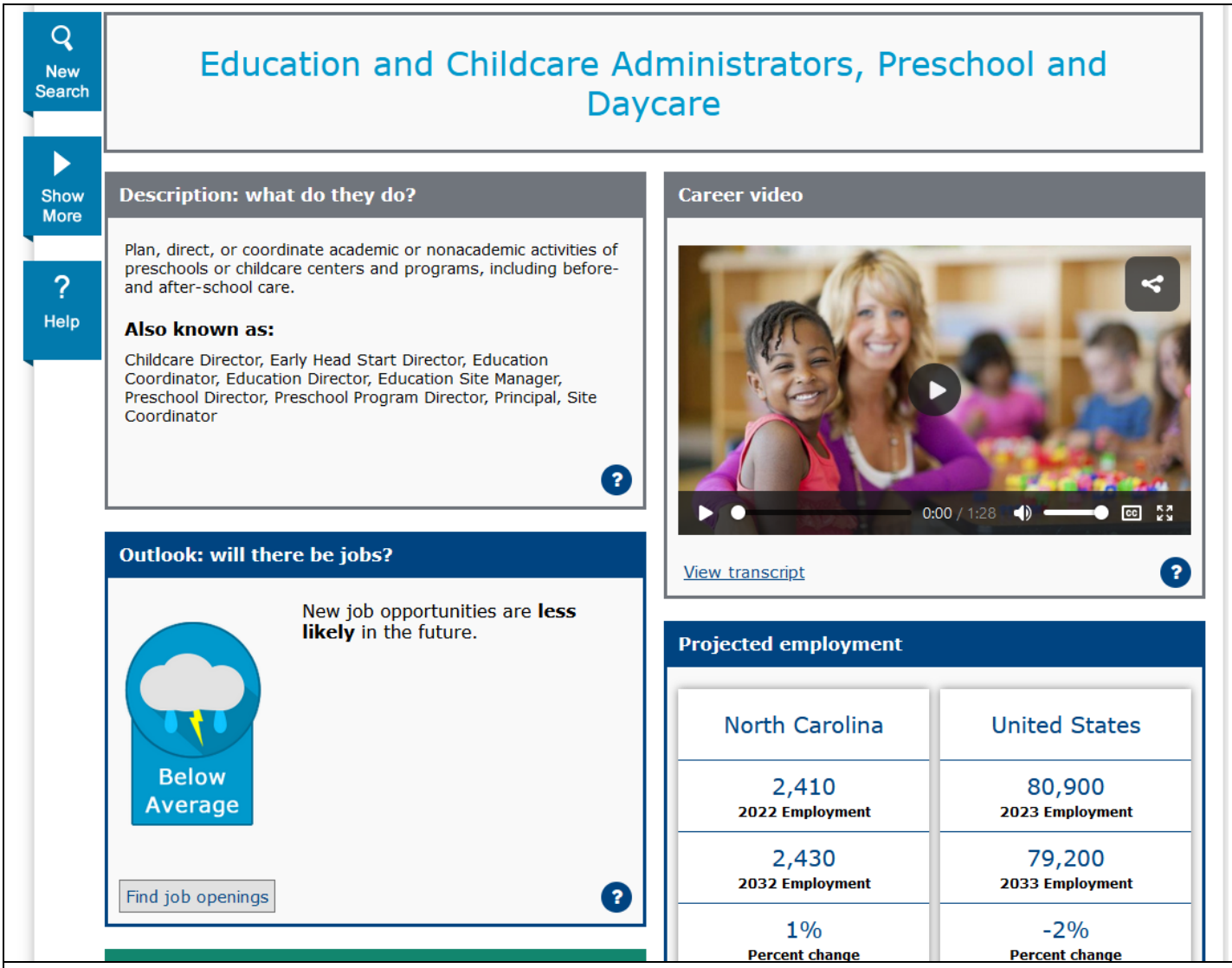


Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Education%20and%20Childcare%20Administrators,%20Preschool%20and%20Daycare&onetcode=11-9031.00&location=28034

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Preschool Teachers
Teachers and Instructors, All Others

Preschool Teachers

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

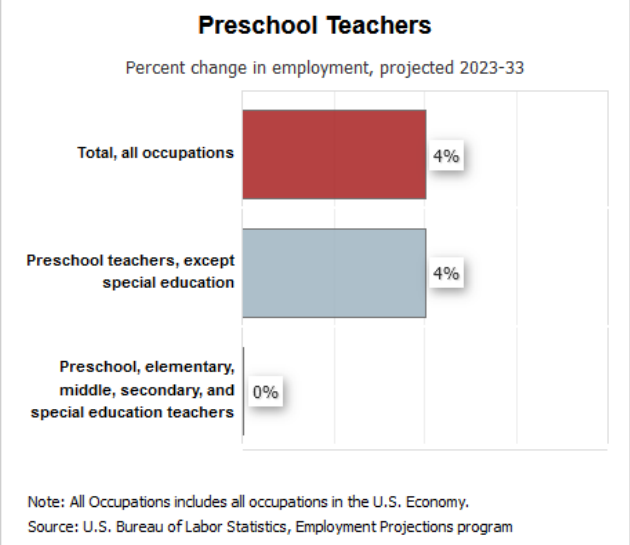
About this section

Employment of preschool teachers is projected to grow 4 percent from 2023 to 2033, about as fast as the average for all occupations.

About 61,400 openings for preschool teachers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Early childhood education is important for a child's intellectual and social development. More preschool teachers should be needed to meet the demand for early childhood education.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for preschool teachers, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Preschool teachers, except special education	25-2011	528,500	551,800	4	23,300	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/education-training-and-library/preschool-teachers.htm#tab-6

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your source for career exploration, training & jobs

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Preschool%20Teachers,%20Except%20Special%20Education&onetcode=25-2011.00&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	There are 2,010 projected jobs openings in early childhood projected for the state of North Carolina in 2024. Nationwide, there are over 61,000 projected job openings for early childhood educators. This suggests a a real and viable need for more early childhood educators. This trend is not expected to change through the next five years.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	As demonstrated during the pandemic, teachers are essential workers. Our country cannot work unless and until children have adequate care and education. We are continuing to experience a teacher shortage throughout the United States including right here in North Carolina. Our students and graduates are well-poised to be gainfully employed upon graduation as there is a desperate need for highly qualified Early Childhood Professionals.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	Starting with our introductory course, EDU 119, successful students can earn their NCECC which allows them to be employed in licensed/regulated facilities. Almost 100% of our graduates are gainfully employed in the field by the time they enroll in the capstone course, EDU 284. The knowledge, skills, and Lab Hours they have gained help them to be quite marketable in the field. As they earn more college credits, the programs in which they are employed benefit from higher ERS ratings. Our program is helped by our partnerships in many ways, such as with local stakeholders on our Advisory Board, whom we ask to host our students in their programs for field work and observations. The Partnership is a means of staying abreast of current community issues as well as sharing our program news with all local directors. Another opportunity for collaboration was the statewide ACCESS, in which we have renewed our engagement. Our Advisory Board completely supports our program, including our decision to not renew our NAEYC accreditation, as it cost much in time, energy, and money and not is needed or specifically advantageous to our students or graduates.

	Explanation
	As part of the Division of Arts in Sciences we participate in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, etc.). Each of these outreach events helps establish and build strong relationships with the area community.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	More hyflex and hybrid course offerings, which nearby colleges do not. We are hopeful that this meets all students' needs. Most neighboring institutions do not have Saturday or evening course offerings. These are offered in a way that meets the work/life balance of students. Our marketing efforts need to improve to highlight our uniqueness in our offerings. Marketing Efforts include – Gaston Spotlight, Open House, Child Care Center Recruitment efforts, Directors Forum

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Early Childhood Education (55220)	DNA	DNA	1.09	0.78	0.56
Early Childhood Administration (55850)	74.93	66.03	46.41	53.97	53.88

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Early Childhood Education	$170,841.05	63.5	$248,408.83	$77,567.78	54.4	$212,810.08	$41,969.03

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Data shows that revenue from FTEs in EDU exceed costs by $77,567.78 which suggests the ECE program is healthy and viable.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The ECE program is helped by our partnerships in many ways, such as with local stakeholders on our Advisory Board, whom we ask to host our students in their programs for field work and observations. The Partnership is a means of staying abreast of current community issues as well as sharing our program news with all local directors. Another opportunity for collaboration is the statewide ACCESS, in which we have renewed our engagement. Our Advisory Board is made up of individuals from our local stakeholders who fully support the ECE program and offer guidance on hiring, fieldwork, and course yearly. As part of the Division of Arts in Sciences we participate in several community outreach events throughout the year (such as community art shows, Legislative Breakfast, school district visits, and CTE Tuesdays, etc.). Each of these outreach events helps establish and build strong relationships with the area community and help recruit new students to the program. Marketing Efforts include – Gaston Spotlight, Open House, Child Care Center Recruitment efforts, Directors Forum

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - A55220 Early Childhood Education

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Use multidimensional knowledge (child development, ability, cultural, and other contexts) to support individual children	Build supportive and collaborative partnerships with diverse families and community resources and agencies	Utilize varied appropriate observation, documentation, and assessment strategies and tools, considering ethical, developmental, ability, cultural, and linguistic factors	Use a broad repertoire of evidence-based, anti-bias teaching skills and practices responsive to children's individual developmental, ability, cultural, and linguistic needs	Demonstrate pedagogical knowledge, application, integration, and modification of academic content in the early childhood curriculum	Display professionalism as an early childhood educator through communication skills, advocacy, ethical behavior, collaboration, and reflective practice
EDU 119	I	I	I	I	I	I
EDU 131	D	D				D
EDU 144	D	D	D	D		D
EDU 145	D	D	D			D
EDU 146	D	D	D	D		D
EDU 151	D			D	D	
EDU 153	D		I	I		
EDU 184	D	D		D	D	D
EDU 185	D	D	D	D	D	
EDU 187*	I			I	I	I
EDU 216	I					D
EDU 221	D	D	D	D		D
EDU 234	M	D	D	D		D
EDU 250*			I	I		I
EDU 251			I	D	D	
EDU 259	M	D		D	D	D
EDU 261	M	M				M
EDU 262	M	M				M
EDU 279*	I		I	I	D	D
EDU 280	M	M	M	M	M	
EDU 282	I			D	D	
EDU 284	M	M	M	M	M	M

***Teacher Prep course**

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

Program Learning Outcomes - A55220 Early Childhood Education

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Promoting Child Development and Learning: 1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8. 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Direct Measure used to assess is the Two-Year-Old Recommendations in **EDU 234: Infants, Toddlers, and Twos**.	On average, students will earn at least **105** out of **150** on this assessment.	**Fall 2023** Mean: **126** Range: **69-150** n: **22**	Detailed instructions within the assignment description as well as ongoing Blackboard announcements about the assignment are available. Group and individual Zoom sessions were held to clarify assignment, answer questions, etc. Students are becoming more proficient with making individualized analyses and recommendations.	Students need to improve their ability to use developmental information to analyze a child's development and to make individualized recommendations for them. The specific areas that are the most difficult for students to grasp seem to be the analyses and the recommendations We ought to flush out that area of the assignment and make analyzing and making recommendations for an individual child more of a focus	The overall scores in previous years were based on the Developmental Case Study assignment. Several students had succumbed to the temptation of Academic Dishonesty on this (and other Case Study) assignment. To combat that problem, we changed the assignment to be a series of Recommendations: one for Infants, one for One-Year-Olds, and the other for Two-Year-Olds. Students are now asked to review a Persona from Script NC and to make recommendations based on the picture/description of an assigned child.	We plan on continuing the use of Script NC to select a child for our students to learn about/make recommendations for. We will likely need to change the assigned child periodically (every 2-3 years) to help avoid academic dishonesty issues.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
						for the assignment.		
2	Building Family and Community Relationships: 2a. Knowing about and understanding diverse family and community characteristics. 2b. Supporting and engaging families and communities through respectful, reciprocal relationships. 2c. Involving families and communities in young children's development and learning.	Direct Measure used to assess is the Family Event Plan in **EDU 131: Child, family, and Community**	On average, students will earn at least **175** out of **250** on this assessment.	**Spring 2024** Mean: **197.9** Range: **12.5-250** n: **24**	Clear instructions and the grading rubric helped students to comprehend this learning outcome. Taking out the requirement of implementing the planned event has lifted a logistical burden from student's who are not employed in an early childhood program.	Students seem to need more feedback and direct instruction on all of the various components of this assignment.	This assignment has been moved from EDU 280 a Literacy course) to EDU 131 (a Family Involvement course). The assignment is more meaningful and applicable. This has changed the student's understanding of the importance of family support programs.	We are moving this course from an online course to a hybrid one. This will allow for more instructor support, communication, etc.
3	Observing, Documenting, and Assessing to Support Young Children and Families: 3a. Understanding the goals,	Direct Measure used to assess is the Case Study Assignment in **EDU 146: Child Guidance**	On average, students will earn at least **140** out of **200** on this assessment.	**Spring 2024** Mean: **126.25** Range: **0-94** n: **8**	Detailed assignment description and grading rubric allowed students to understand most of the	2 of the 8 students failed to complete this assignment. This assignment could benefit from changing the focus of the	We discontinued the Assessment Project due to various logistical problems that made implementing screenings and assessments difficult	Replace the Assessment Portfolio to accommodate for the inappropriate level of expectations. The new assignment is

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children. 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection. 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.				requirements for this learning outcome. This assignment incorporates professional resources such as the NAEYC Position Statement.	assignment away from a child named Pablo. This will likely help avoid academic dishonesty issues.	for community college students.	aligned to the course learning outcomes. To address this need, we will need to pursue making a curriculum change. we are considering changing the Career Ready Associate degree to include the EDU 162 course (Observation & Assessment)

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.							
4	Using Developmentally Effective Approaches: 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children. 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. 4c. Using a broad repertoire of developmentally appropriate	Direct Measure used to assess is the to the Effective Approaches Project in **EDU 280: Language / Literacy Experiences**	On average, students will earn at least **175** out of **250** on this assessment.	**Spring 2024** Mean: **237.5** Range: **182.50-250** n: **13**	Explicit instructions and grading rubric allowed students to understand the expectations of this standard.	As in previous years, when reviewing the grading rubrics for completers, the specific area that seems to be the most difficult for students to grasp seem to using a wide repertoire of developmentally appropriate teaching/learning strategies (4c). Changing the required observation to a virtual one will better ensure that students are observing high-quality	The students were more successful on this assignment and in this course compared to the previous year. Students seem to be more accustomed to teaching modalities post-pandemic. In addition, the instructor seems to be aware of which items need to be clarified during in-class meetings and virtual announcements. We utilized the more comprehensive assignment description and grading rubric; this seemed to help with	For the next cycle, amend the assignment description and grading rubric. This time, be sure to concentrate announcements/ assistance on the areas that students struggle the most--using a wide range of developmentally appropriate teaching/learning strategies. Replacing the in-person observations with virtual observations will remove another logistical burden from students

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	teaching/learning approaches. 4d. Reflecting on own practice to promote positive outcomes for each child.					programs/teachers. This will help raise and enhance the quality and scope of their observations.	student success on this assignment.	who are not employed in licensed programs.
5	Using Content Knowledge to Build Meaningful Curriculum: 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b. Knowing and using the central concepts, inquiry tools, and structures of	Direct Measure used to assess is the Integrated Activity Plan in **EDU 284: Early Child Capstone Practicum**	On average, students will earn at least **180** out of **250** on this assessment.	**Spring 2024** Mean: **242.5** Range: **222-250** n: **11**	Explicit instructions and grading rubric allowed students to understand the expectations of this standard. Massive assignment was also broken up into components with different due dates; students given feedback and opportunities to resubmit to ensure mastery. Students are required to submit work early to receive instructor feedback and	We will continue to review and revise this assignment, as needed. As teaching practices (e.g.., instructional technology) change, we will require students to remain current and competent.	We offered examples of former student work that allowed current students to see what was expected of them. This seemed to help them to be more successful on this assignment; it has also helped students to offer better modifications/adaptations in their plans. The number of successful students on this assignment improved slightly. The continued low number of enrolled students allowed for increased support for individuals.	Students seem to be more competent in some others more than others. We will continue to focus on ways to improve modifications/adaptations as well as assessment procedures. We took out the requirement to complete a pre-assessment with a child. Instead, we discuss the concept.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	content areas or academic disciplines. 5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.				to ensure long-term success.			
6	Becoming a Professional: 6a. Identifying and involving oneself with the early childhood field. 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines. 6c. Engaging in continuous, collaborative	*Direct Measure used to assess is usually the Rise to the Challenge Key assessment, but due to continuing COVID restrictions, the Alternate assignment, the NAEYC Standards Collection in **EDU 284: Early Childhood Practicum**	On average, students will earn at least **175** out of **250** on this assessment.	**Spring 2024** Mean: **189.3** Range: **176-200** n: **11**	Explicit instructions and grading rubric allowed students to understand the expectations of this standard. Students have an opportunity to try to be a change maker in their program/community.	Students have found it frustrating and challenging to implement positive changes at their program site. Due to teacher shortages, constrained budgets, and lackluster administrative support, it has been hard for students to	The number of successful students on this assignment improved. The small number of enrolled students allowed for a very high level of instructor support.	Resume the NAEYC Standards Collection. That assignment will allow students to demonstrate their understanding of each of the Standards.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d. Integrating knowledgeable, reflective, and critical perspectives on early education. 6e. Engaging in informed advocacy for young children and the early childhood profession.					implement their fine ideas.		

Program Review – Health and Human Services 2023-2024

Health and Human Services Programs

- A55140 Cosmetology
- C55230 Esthetics Technology
- A45340 Emergency Medical Science
- A45630 Health & Fitness Science
- A45360 Health Information Technology
- A45380 Human Services Technology
- A45400 Medical Assisting
- A45110 Associate Degree Nursing
- D45660 Practical Nursing
- A45580 Pharmacy Technology
- A45720 Respiratory Therapy
- A45740 Surgical Technology
- A45780 Veterinary Medical Technology

Program Review – A55140 Cosmetology

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Breanne Walker
Program Code(s)/Name(s): Esthetics Technology
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A55140 Cosmetology**
- **D55140 Cosmetology**
- **C55140P Cosmetology**

SECTION I: EXECUTIVE SUMMARY

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

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

STRENGTHS

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

Program graduates are required to pass the state licensure examinations with a grade of 75% or higher before applying to become licensed to practice cosmetology. The pass rate of program graduates sitting for the state licensure exam is above the required score, with an average score of 79% on the theory portion of the exam and 98% on the practical portion.

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

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

As part of their training, advanced level students participate in a "Student Salon," under the supervision of licensed cosmetology educators. Through participating in the salon students have the opportunity to perfect their cosmetology skills while offering a variety of beauty services to the community at very affordable prices. Due to the excellent quality of the students' work, under the guidance of program faculty, the Student Salon has built a large, long-standing clientele through the years. The "Student Salon" serviced over 1600 clients throughout the 23/24 year.

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

AREAS OF IMPROVEMENT

The program is staffed with 5 full-time faculty and numerous adjunct faculty members. Because the program relies on employing numerous adjunct faculties, there can be inconsistencies in curriculum teachings which is confusing for students when learning theory and skills. The program needs to ensure more consistency in teaching the curriculum by all faculty employed in the program.

NEEDS

- The program would benefit with one to two additional full-time faculty.
- The program would benefit with more storage space for instructional products and additional computers/iPad in the salon clinic area for instructional demonstrations.
- With the growth of the program, Cosmetology would benefit with more classroom and student clinic areas.
- Faculty would benefit by attending continuing education/professional development activities to stay abreast of trends in the industry and State Board requirements.
- The program would benefit with additional salon equipment such as salon chairs, hooded dryers, and wig dryers.

ACTIONS

The program will initiate monthly faculty meetings to ensure consistency in teaching the curriculum among full-time and adjunct faculty.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A55140	C55140P	D55140
American Indian/Alaska Native	0	0	0
Asian	0	0	0
Black	16	2	6
Hispanic	8	4	2
Non-U.S. Resident	0	0	0
Two or More Races	3	0	1
Unknown	9	21	4
White	27	9	28
Grand Total	**63**	**36**	**41**

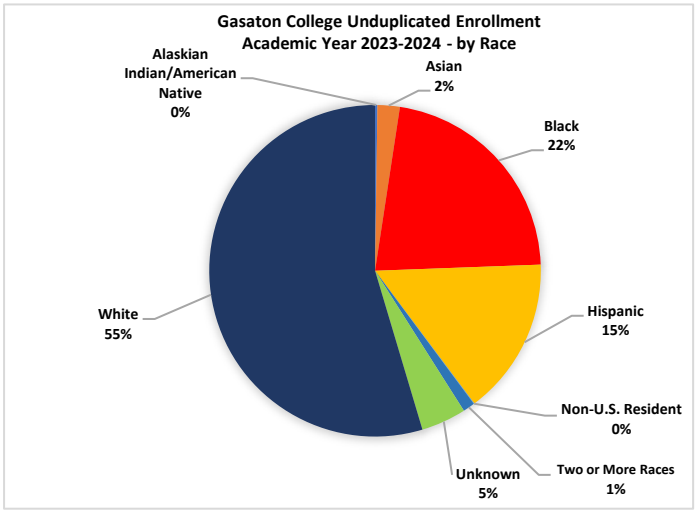
Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	The Cosmetology program enrollment is growing. Changes were implemented to improve enrollment and improve the program for the students, from a 5-day week to a 4-day week. This will allow students more time for studying, family, and work. In comparison to neighboring schools the Cosmetology Program offers a full-time day-time adult program and a part-time program for high school students. The program offered a part time evening program in the past that was not successful. The part time evening program required 8 semesters for student completion compared to the 4 semesters in the full-time program. For an evening program to be as successful as the morning cohort, it will require full time hours. To offer an evening program the department would need additional qualified faculty. Marketing the program through open houses, social media, word of mouth, career fairs, and on-campus tours has been very successful in highlighting the program and attracting students. The COS program will be looking to add online hours to help students with the amount of clock hours required.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A55140 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the COS program at GC? Identify strategies for enrollment growth.	Cosmetology is a very diverse program based on demographic data. Based on the most recent demographic data, the student population is 46% White, 17% Black/African American, 3% Hispanic/Latinx, and 24% Unknown. Women make up 99% of students enrolled in the program. The college has many support programs for all its students but those in particular that would support underserved populations financially include college scholarships, financial aid, and TRIO. Strategies for academic support include TRIO/Student Support Services, peer tutoring, Counseling, and the Writing Center. The Cosmetology program will partner with the marketing dept. to help with the growth of the underserved and male populations. Students enroll in other colleges due to their location in counties. **Cleveland CC** had **77** (new and recurring students for Spring 2024). In spring 2024, COS had experience growth at Cleveland CC with **0** from Lincoln & **5** students from Gaston

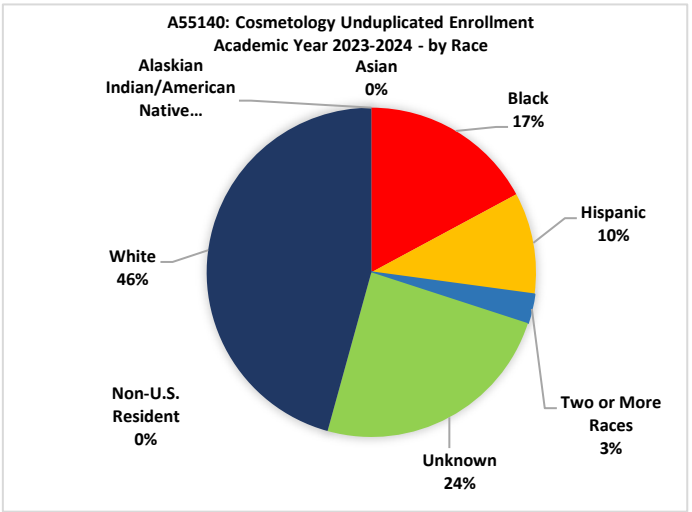
	Explanation/Narrative
	from our service area. This could be an opportunity for program growth. The program may want to consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. **Catawba Valley CC** had **58** (new and recurring students for Spring 2024); however, **2** from Lincoln & **0** from Gaston students from our service area have enrolled in the COS program at CVCC. 2+0=2 This maybe an opportunity for program growth. **Central Piedmont CC** had **98** (new and recurring students Spring 2024); however, **0** from Lincoln & **3** from Gaston totaling **3** students from our service area. 0 + 3 = 3/This shows a possible opportunity for program growth. May want to discuss further with other program personnel. When reviewing these numbers, determine if the program has effectively marketed the Cosmetology program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024



Program – Demographics 2023-2024

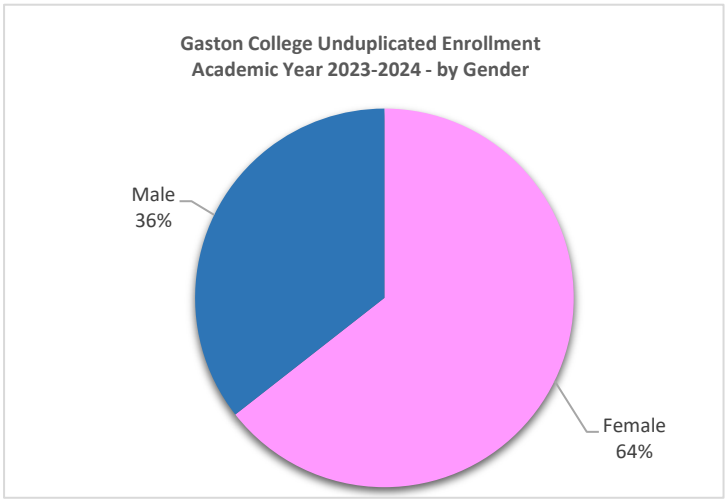


Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-**	The Cosmetology Program is a truly diverse program based on demographic data. In comparison to the college, the

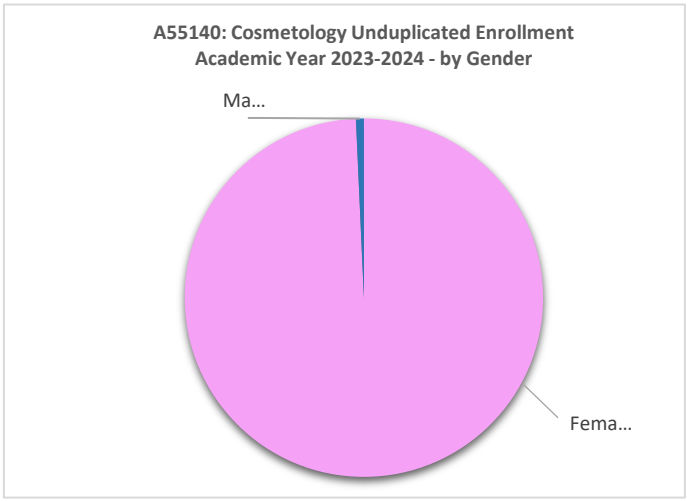
2024 as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Cosmetology program is 46% White, 17% Black, 10% Hispanic, 3% Two or more races, and 24% Unknown. The Cosmetology program will partner with the marketing dept. to help with the growth of the underserved.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024

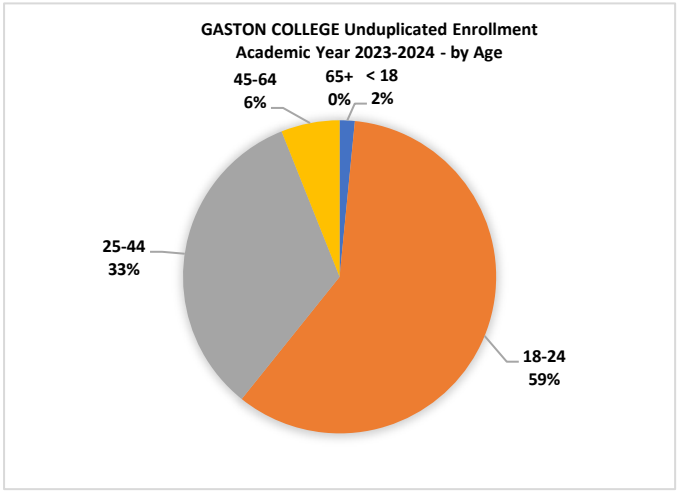
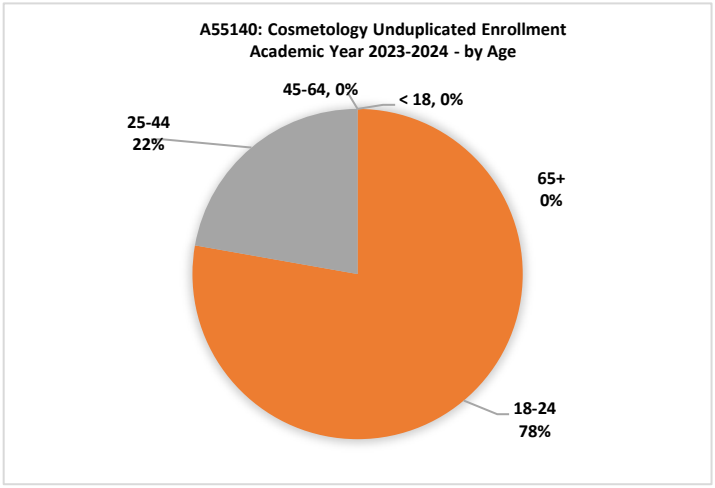


Program – Demographics 2023-2024



Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Females make up 99% and 1% males make up students enrolled in the program. Cosmetology is a female dominated field. The Cosmetology program will partner with the marketing dept. to help with the growth of male students.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	In the Cosmetology program, the student age range is similar to the college. 18-24 is 78%, 25-44 is 22%, and 45-64 is 0%. Cosmetology will work with marketing to help with the growth of the age group 45-64.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Cosmetology	**529**	**58**	**9**	**162.6**	**$636,058.62**
COS-111	42	2	21	5.3	$20,537.74
COS-111AB	25	1	25	1.6	$6,112.42
COS-111BB	24	1	24	1.5	$5,867.93
COS-112	42	6	7	31.5	$123,226.43
COS-112AB	25	2	13	9.4	$36,674.53
COS-112BB	24	1	24	9.0	$35,207.55
COS-113	27	2	14	3.4	$13,202.83
COS-113AB	3	1	3	0.2	$733.49
COS-113BB	2	1	2	0.1	$488.99
COS-114	27	4	7	20.3	$79,216.99
COS-114AB	3	1	3	1.1	$4,400.94

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
COS-114BB	2	1	2	0.8	$2,933.96
COS-115	24	3	8	3.0	$11,735.85
COS-116	24	4	6	9.0	$35,207.55
COS-117	19	2	10	1.2	$4,645.44
COS-118	19	2	10	12.5	$48,777.13
COS-119	42	4	11	2.6	$10,268.87
COS-120	42	6	7	23.6	$92,419.82
COS-125	39	4	10	2.4	$9,535.38
COS-126	39	5	8	21.9	$85,818.40
COS-240	13	3	4	1.6	$6,356.92
COS-250	22	2	11	0.7	$2,689.47

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
COS-111	**12%**	**55%**	**17%**	**2%**	**2%**	**0%**	**0%**	**0%**	**12%**	**0%**	**5%**	**83%**	**86%**	**2.81**	**95%**
Seated	12%	55%	17%	2%	2%	0%	0%	0%	12%	0%	5%	83%	86%	2.81	95%
COS-111AB	**52%**	**40%**	**4%**	**0%**	**4%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**96%**	**96%**	**3.36**	**96%**
Seated	52%	40%	4%	0%	4%	0%	0%	0%	0%	0%	0%	96%	96%	3.36	96%
COS-111BB	**29%**	**63%**	**0%**	**0%**	**4%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**92%**	**92%**	**3.17**	**96%**
Seated	29%	63%	0%	0%	4%	0%	0%	0%	4%	0%	0%	92%	92%	3.17	96%
COS-112	**33%**	**48%**	**7%**	**0%**	**0%**	**0%**	**0%**	**0%**	**12%**	**0%**	**5%**	**88%**	**88%**	**3.30**	**100%**
Seated	33%	48%	7%	0%	0%	0%	0%	0%	12%	0%	5%	88%	88%	3.30	100%
COS-112AB	**48%**	**44%**	**8%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.40**	**100%**
Seated	48%	44%	8%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.40	100%
COS-112BB	**96%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**4.00**	**100%**
Seated	96%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
COS-113	**26%**	**63%**	**7%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**3.19**	**100%**
Seated	26%	63%	7%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.19	100%
COS-113AB	**33%**	**67%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.33**	**100%**
Seated	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
COS-113BB	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114	**78%**	**19%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**3.81**	**100%**
Seated	78%	19%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.81	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
COS-114AB	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114BB	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-115	**17%**	**71%**	**4%**	**0%**	**4%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**92%**	**92%**	**3.00**	**96%**
Seated	17%	71%	4%	0%	4%	0%	0%	0%	4%	0%	0%	92%	92%	3.00	96%
COS-116	**54%**	**42%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**3.57**	**100%**
Seated	54%	42%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.57	100%
COS-117	**84%**	**16%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.84**	**100%**
Seated	84%	16%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.84	100%
COS-118	**42%**	**32%**	**5%**	**0%**	**0%**	**0%**	**0%**	**21%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.47**	**100%**
Seated	42%	32%	5%	0%	0%	0%	0%	21%	0%	0%	0%	100%	100%	3.47	100%
COS-119	**31%**	**62%**	**0%**	**0%**	**5%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**93%**	**93%**	**3.17**	**95%**
Seated	31%	62%	0%	0%	5%	0%	0%	0%	2%	0%	0%	93%	93%	3.17	95%
COS-120	**60%**	**33%**	**0%**	**0%**	**5%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**93%**	**93%**	**3.46**	**95%**
Seated	60%	33%	0%	0%	5%	0%	0%	0%	2%	0%	0%	93%	93%	3.46	95%
COS-125	**44%**	**46%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**8%**	**0%**	**0%**	**92%**	**92%**	**3.49**	**100%**
Seated	44%	46%	0%	0%	0%	0%	0%	3%	8%	0%	0%	92%	92%	3.49	100%
COS-126	**82%**	**8%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**8%**	**0%**	**0%**	**92%**	**92%**	**3.91**	**100%**
Seated	82%	8%	0%	0%	0%	0%	0%	3%	8%	0%	0%	92%	92%	3.91	100%
COS-240	**85%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**15%**	**0%**	**0%**	**85%**	**85%**	**4.00**	**100%**
Seated	85%	0%	0%	0%	0%	0%	0%	0%	15%	0%	0%	85%	85%	4.00	100%
COS-250	**86%**	**5%**	**5%**	**0%**	**5%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**95%**	**95%**	**3.68**	**95%**
Online	86%	5%	5%	0%	5%	0%	0%	0%	0%	0%	0%	95%	95%	3.68	95%
College	43%	24%	11%	4%	5%	2%	0%	0%	11%	0%	1%	81%	84%	3.12	90%

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meet enrollment needs? Share/Identify courses that have low enrollment.	Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. General Education courses such as English and Psychology are sequenced for the first year to help students with the completion of the Diploma and associate's degree. The Cosmetology Program enrolls a new cohort of students each Fall and each Spring semester. Due to the nature of COS courses and skills taught, each course can only have a ratio of 20 students/1 instructor. Course success rates meet and exceed the college success rate.

	Explanation
	The low enrollment classes are the second-year high school classes. Students will realize after one to two semesters that cosmetology is not their interest anymore. Students need a clearer understanding of the strict requirements of the program. The courses offered meet enrollment needs.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	Course credit hours and requirements have not been reviewed in the last two years. No significant curriculum revisions are anticipated in the next two years. The program offers a student clinic, open to the public, that provides services to the public at an affordable price. The student clinic allows the students to practice live models to prepare them for the industry.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Courses in the Cosmetology Program are traditionally seated; however, the program tried to integrate theory content online but wasn't as successful as seated theory classes. The program is required by the NC Board of Cosmetic Arts to operate on a system of counting in-class "clock hours." Students in the program are required by the NC Board of Cosmetic Arts to obtain 1500 clock hours and 480 performances, under the supervision of a certified cosmetology instructor, before completing the program. Traditionally seated is the best delivery mode for this hands-on program.
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Courses with Low Enrollment • COS 113AB, COS 113BB, COS 114AB, COS 114BB Courses with Low Success Rates • NA Courses with High Withdrawal Rates • COS 111, COS 112 The courses with low enrollment are the part time high school classes. Cosmetology is planning on being involved in more high school and middle school career fairs/job fairs. The course with low success rates is the first semester theory classes. Cosmetology plans to have more student led study sessions for students after class. The courses with the highest withdrawal rate are the first semester courses. Students do not understand coming into the program the rigorous requirements of Cosmetology. Cosmetology will need to come up with an action plan to

	Explanation
	help introduce students to the requirements of the program during scheduled orientations.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	End-of-Course evaluations are overall very positive. Some evaluations may give feedback that the cosmetology instructors are too strict or that instructors don't have enough time to provide more individual instruction with each student. The program tries to schedule as many instructors in the clinical setting and in the classrooms as possible. If negative student feedback about an instructor is a legitimate concern, the concern is addressed through a coaching session with the instructor. If the feedback is a suggestion for improvement in the program or a concern about program guidelines, etc. then it is addressed at the level of the associate dean, and the divisional dean if necessary, and the appropriate action warranted is taken.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A55140 Cosmetology	A55140	30%	63%
D55140 Cosmetology – Diploma	D55140	20%	77%
C55140P Cosmetology – CCP	C55140P	DNA	DNA
C55160 Cosmetology – Cosmetology Instructor	C55160	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	• In 22/23 the Associate's Degree program retention rate was 30% but increased in 23/24 to 63%. In 22/23 the Diploma program retention rate was 20% and increased in 23/24 to 77% o Barriers for timely student completion in the Cosmetology Program may be due to difficult financial situations, too many personal/family responsibilities outside of school, and/or the student cannot successfully complete the required general ed classes in the program's curriculum. Cosmetology students are required to be in class Monday-Thursday, 8am-3pm in order to obtain the required clock hours by the

	Explanation
	NC Board of Cosmetic Arts to complete the program. The amount of time required to complete the program doesn't allow some students enough time needed outside of class to meet other obligations such as caring for families or working jobs. A large percentage of students would like seated classes in the evening due to working or caring for families during the day, but not all courses required in the cosmetology curriculum are offered in the evening or all the available seats fill up quickly. Also, some students have been out of school for many years and become overwhelmed with returning to school and the coursework required and get discouraged and quit.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A55140 Cosmetology	A55140	2	0	1	3
D55140 Cosmetology Diploma	D55140	2	2	2	6
C55140P Cosmetology – CCP	C55140P	0	0	0	0
C55160 Cosmetology – Cosmetology Instructor	C55160	0	0	0	0
Grand Total		**4**	**2**	**3**	**9**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A55140 Cosmetology	**A55140**	10	13	9	3
D55140 Cosmetology – Diploma	**D55140**	2	7	5	6
C55140P Cosmetology – CCP	**C55140P**	0	0	0	0
C55160 Cosmetology – Cosmetology Instructor	**C55160**	0	0	0	0
	Grand Total	12	20	14	9

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends?	Graduation rates have decreased over the last few years. Students are not interested in completing the diploma or degrees once the completion of clock hours.
Identify any known barriers to timely student completion and how they can be addressed.	The Cosmetology program will work with other divisions to request more evening classes for the needs of the students.

What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	Students will also be advised to complete courses before completing the core classes to help ensure completion.

Employment Data: Hairdressers, Hairstylists, and Cosmetologists

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	317	1.1%	100	1.4%	$39,600
Lincoln	116	1.8%	40	2.4%	$39,100
***Charlotte**	5,402	1.2%	1,788	1.9%	$43,300

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Cosmetology

Barbers, Hairstylists, and Cosmetologists

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

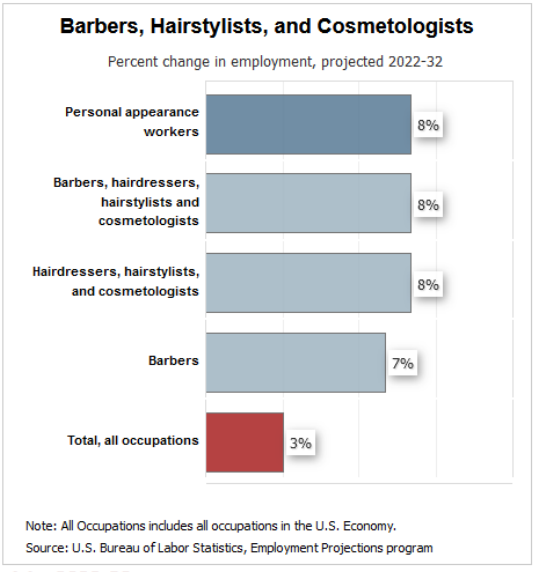
Overall employment of barbers, hairstylists, and cosmetologists is projected to grow 8 percent from 2022 to 2032, faster than the average for all occupations.

About 89,400 openings for barbers, hairstylists, and cosmetologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

The need for barbers and hairdressers will stem primarily from demand for basic hair care services. In addition, an increased demand for hair coloring, hair straightening, and other advanced hair treatments is expected to continue over the projections decade.

Hairdressers, hairstylists, and cosmetologists will continue to compete with providers of specialized services, such as nail and skin care. Consumers often choose manicurists and pedicurists and skincare specialists for these services, rather than to visit hairdressers, hairstylists, and cosmetologists for them. Still, employment is expected to grow to meet increased demand for personal appearance services.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for barbers, hairstylists, and cosmetologists, 2022-32

Occupational Title	SOC Code	Employment, 2022	Projected Employment, 2032	Change, 2022-32		Employment by Industry
				Percent	Numeric	
Barbers, hairdressers, hairstylists and cosmetologists	39-5010	618,900	666,100	8	47,200	Get data
Barbers	39-5011	63,100	67,600	7	4,400	Get data
Hairdressers, hairstylists, and cosmetologists	39-5012	555,800	598,600	8	42,800	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm#tab-6

careeronestop
your source for career exploration, training & jobs

Hairdressers, Hairstylists, and Cosmetologists

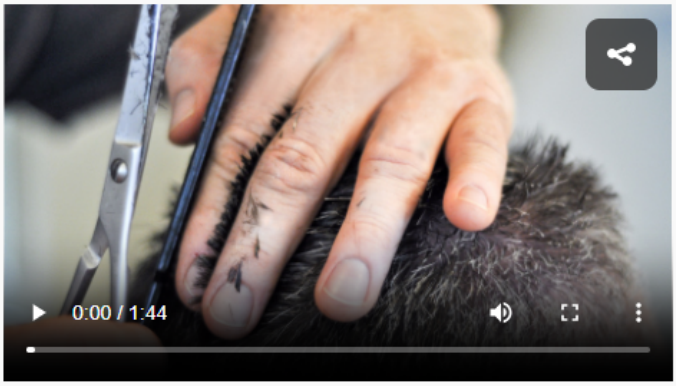
Description: what do they do?

Provide beauty services, such as cutting, coloring, and styling hair, and massaging and treating scalp. May shampoo hair, apply makeup, dress wigs, remove hair, and provide nail and skincare services.

Also known as:

Beautician, Cosmetologist, Hair Dresser, Hair Stylist, Hairdresser, Hairstylist, Stylist

Career video



View transcript

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Expected to grow much faster than average

Find job openings

Projected employment

North Carolina	United States
14,410 **2020 Employment**	555,800 **2022 Employment**
16,460 **2030 Employment**	598,600 **2032 Employment**

Click on the link below to access NC Career Onestop website
https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Hairdressers,%20Hairstylists,%20and%20Cosmetologists&onetcode=39501200&location=28034

Transition/Employment Outcomes

	Explanation

Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	Cosmetology is projected to grow 8% over the next ten years. 85% of the students that graduate from the COS program has jobs in a salon by the time they graduate. Cosmetology has partnered with many salons to hire our graduates such as William & Henry, Smart Styles, Fantastic Sam's, Sports Clips, Great Clips, Church and Co., and Cosmo Prof.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	The Cosmetology Program offers a full-time daytime adult program and a part-time program for high school students, each program has high enrollment. Over the next few years, the industry is projected to grow 8%. With an average salary of $30,000 to $45,000.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	The Cosmetology Program offers hands on education that will prepare students to sit for the NC Cosmetic Arts licensing exam. The Cosmetology program provides education to prepare students for entry level jobs in the cosmetology industry. The Cosmetology program partners with salons in Gaston and Lincoln County to provide employment information to graduates. Salons such as; William Henry, Great Clips, Sports Clips, Fantastic Sams, Smart Styles, and many other self-owned salons. The Cosmetology Program invites salons to be guest speakers to provide students with information about the salon and how to apply for a job. The Cosmetology Program has collaborated with local organizations for the purpose of teaching students the importance, as a professional in their career field, of giving back to the community. Students work with The Woman in Pink, a nonprofit organization, that provides wigs to cancer patients. Students in the Cosmetology Program raised money to give to The Women in Pink organization during Breast Cancer Awareness month to help with the purchase of wigs. Every November the Cosmetology Program partners with Christian Ministries to collect food to help feed families in need over the holidays. Students and faculty in the program partner with Phoenix House, Christian Ministries, Hesad House, and Amy's House to provide free/low-cost services to their residents in need. For the last two years, Amy's

	Explanation
	House has held a fashion show for all proceeds to be given to help Amy's House. The cosmetology students provide hair and makeup services to the model participants. Representatives from Pretty in a Minute, Absolute Edge, Salon Centric, and Matrix, manufacturers of beauty salon products, meet with the cosmetology students each year to provide product and salon tool knowledge. Cosmetology will collaborate with the Esthetics and Manicuring programs to provide specials to the public for services provided at a discounted rate. The Cosmetology Program partners with salons, such as, William Henry, Great Clips, Sports Clips, Artful Strands, Rooted & Co., to provide additional hands-on education to the students. The Advisory Committee for the Cosmetology Program provides valuable feedback in helping to identify the program's strengths - graduates have excellent entry-level skills, a strong work ethic, are dependable, and skilled in client consultations, and the program's weaknesses – graduates are weak in knowing how to build clientele, perform clipper cuts, and finishing the final details of a style.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Gaston College Cosmetology Program is set apart from neighboring institutions by the beautiful facilities in which the program is housed and through providing a very affordable education in cosmetology. Due to the quality of instruction by the Cosmetology Program faculty, its graduates are highly skilled, exhibit excellent work ethics, and are highly sought after by many of the area salons. Marketing the program through open houses, social media, word of mouth, career fairs, and on-campus tours has been very successful in highlighting the program and attracting students.

SECTION IV: CONNECTION
Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Cosmetology (55140)	117.89	104.41	105.44	109.09	123.13
Cosmetology Instructor (55160)	DNA	1.25	DNA	DNA	DNA

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Cosmetology & Esthetics	$733,104.96	167.9	$656,894.34	($76,210.62)	167.3	$654,469.24	($78,635.73)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The Cosmetology Program is a very viable program at Gaston College. The Cosmetology Program generated 146.58 FTEs in 2018 and 117.89 on 20/21. The program has seen a decrease since the pandemic in 2020. The FTEs for 22/23 were 109.09, but in 23/24 experienced growth to 123.13 FTEs due to industry growth.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Cosmetology Program has collaborated with local organizations for the purpose of teaching students the importance, as a professional in their career field, of giving back to the community. Students work with The Woman in Pink, a nonprofit organization, that provides wigs to cancer patients. Students in the Cosmetology Program raised money to give to The Women in Pink organization during Breast Cancer Awareness month to help with the purchase of wigs. Every November the Cosmetology Program partners with Christian Ministries to collect food to help feed families in need over the holidays. Students and faculty in the program partner with Phoenix House, Christian Ministries, and Amy's House to provide free services to their residents in need. Every year, the Webb Street school has a prom for their special needs students and the cosmetology students provide hair and makeup services to the prom attendees. Representatives from GC Small Business Dept. and Job Placement work with Cosmetology students to prepare them for the future. Representatives from Pretty in a Minute, Absolute Edge, Salon Centric, and Matrix, manufacturers of beauty salon products, meet with the cosmetology students each year to provide product and salon tool knowledge.

	Explanation
	Cosmetology will collaborate with the Esthetics and Manicuring programs to provide specials to the public for services provided at a discounted rate.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Cosmetology will be starting a new program inside Hunter Huss High School for the 24/25 academic year.

Program Progress: PLO/SLOs and Curriculum Map

	Explanation
PLO/SLOs and Curriculum Map: Review and update the curriculum mapping information for Program Learning Outcomes (PLOs) listed below. Also upload the updated Curriculum Map document to the program's folder on OneDrive.	

Curriculum Map - A55140 Cosmetology / C55160 Cosmetology Instructor

Course	PLO1	PLO2	PLO3
	Demonstrate the use of safety and infection control practices as they perform client services.	Develop cosmetology skills including hairstyling, haircutting, chemical applications, various hair color services, wet setting, thermal styling, ethnic hairstyling, manicures, pedicures, artificial nails, artificial hair, and skin care services.	Pass a mock final examination of the North Carolina Board of Cosmetic Arts examination prior to completing the program.
COS 111	I, D	I	I
COS 112	I, D	I	I
COS 113	D	D	D
COS 114	D	D	D
COS 115	D	D	D
COS 116	D	D	D
COS 117	D, M	M	M
COS 118	D, M	M	M
COS 240	D	D	
COS 250	I, D		

Course	PLO4	PLO5	PLO6
	Demonstrate appropriate customer service attributes to ensure effective client consultations and customer relations.	Demonstrate effective public speaking skills to ensure effective client consultations and customer relations.	Demonstrate effective management skills to maximize daily business operations.
COS 111	I	I	
COS 112	I	I	
COS 113	D	D	I
COS 114	D	D	I
COS 115	D	D	D
COS 116	D	D	D
COS 117	D, M	D, M	D, M
COS 118	D, M	D, M	D, M
COS 240	D	D	
COS 250	D	D	D

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

Program Learning Outcomes - A55140 Cosmetology

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Demonstrate the use of safety and infection control practices as they perform client services.	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: Students will perform safety and infection control practices through incorporating the following skills: proper handwashing, blood exposure client injury procedure, blood exposure self-injury procedure, disinfection of non-electrical tools and electrical tools, when performing cosmetology	On average, students will earn a grade of at least 100% out 100% on this performanc e measure	**COS 112 Fall 2023 – 1st year students** Mean:100 Mean of Completers:100 Range:0-100 n:21 **COS 114 Spring 2024 – 1st year** Mean:100 Mean of Completers:100 Range:0-100 n:20 **COS 116 Summer 2023 – 1st year** Mean:100 Mean of Completers:100 Range:0-100 n:38 **COS 118 Fall 2023 – 2nd year students** Mean:100	Assessment results demonstrated: Students met the 100% standard and scores throughout the program. Students are required by the NC Board of Cosmetic Arts to complete assessment with 100%.	Students are required by the NC Board of Cosmetic Arts to complete Infection Control and Safety assessments with 100%.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Students are required by the NC Board of Cosmetic Arts to complete assessment with 100%.

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		services on clientele in the Cosmetology Student Salon.		Mean of Completers:100 Range:0-100 n:12				
2.	Conduct cosmetic services successfully by applying Professional Ethics	Assessment Means: Students will apply professional ethics when interacting with clients, classmates, and instructors during the performing of cosmetic services such as haircuts, hairstyles, and chemical services. Students will receive a daily assessment grade on "Professional Image."	On average, students will earn a grade of at least 80% out of 100% on this performanc e measure.	**COS 112 Fall 2023 – 1st year students** Mean:82 Mean of Completers:82 Range:50-100 n:21 **COS 114 Spring 2024 – 1st year** Mean:85 Mean of Completers:85 Range:60-100 n:20 **COS 116 Summer 2023 – 1st year** Mean:86 Mean of Completers:86 Range:50-100 n:38 **COS 118 Fall 2023 – 2nd year students** Mean:82	Assessment results demonstrated: Students met the 80% standard scores throughout the program and scores improved as students moved into their second year of the program	Scores increased from fall to spring for first year students and were achieved and maintained through the summer semester. Scores decreased into the second year.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Additional role plays and hands on practice will be implemented for next cycle. Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Mean of Completers:82 Range:50-100 n:12				
3.	Develop cosmetology skills including hairstyling, haircutting, chemical applications, various hair color services, wet setting, thermal styling, ethnic hairstyling, manicures, pedicures, artificial nails, artificial hair, and skin care services.	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: Students will demonstrate cosmetology skills by performing wet/dry styles, haircuts, chemical applications, nail care, and skin care on mannequins and/or live models in the Cosmetology Student Salon.	On average, students will earn a grade of at least 75% out of 100% on this performanc e measure. .	**COS 112 Fall 2023 – 1st year students** Mean:80 Mean of Completers:80 Range:60-100 n:21 **COS 114 Spring 2024 – 1st year** Mean:80 Mean of Completers:80 Range:60-100 n:20 **COS 116 Summer 2023 – 1st year** Mean:83 Mean of Completers:83 Range:50-100 n:38 **COS 118 Fall 2023 – 2nd year students** Mean:85	Assessment results demonstrated: Students met the 75% standard scores throughout the program and scores improved as students moved into their second year of the program.	Scores were maintained for the first-year students from fall to summer and increased the second-year fall semester.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Mean of Completers:85 Range:30-100 n:12				
4.	Pass a mock final examination of the North Carolina Board of Cosmetic Arts examination prior to completing the program.	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: Students will take a practical final exam that mirrors the North Carolina Board of Cosmetic Arts licensing examination.	On average, students will earn a grade of at least 75% out of 100% on this performanc e measure.	**COS 112 Fall 2023 – 1st year students** Mean:80 Mean of Completers:80 Range:60-100 n:21 **COS 114 Spring 2024 – 1st year** Mean:82 Mean of Completers:82 Range:50-100 n:20 **COS 116 Summer 2023 – 1st year** Mean:87 Mean of Completers:87 Range:50-100 n:38 **COS 118 Fall 2023 – 2nd year students** Mean:94	Assessment results demonstrated: Students met the 75% standard scores throughout the program and scores improved as students moved into their second year of the program.	Scores were improved for the first-year students from fall to summer and increased through the second-year fall semester.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students. Also, implemented additional practice of the mock final exam for students.	Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation Instructors will give additional feedback on the practical final exam to help with areas of improvement.

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Mean of Completers:94 Range:75-100 n:12				
5.	Demonstrate appropriate customer service attributes to ensure effective client consultations and customer relations	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: Students will demonstrate appropriate customer service skills through role playing scenarios with classmates, mannequins, and/or interaction with live models during client consultations in the Cosmetology Student Salon.	On average, students will earn a grade of at least 75% out of 100% on this performanc e measure. .	**COS 112 Fall 2023 – 1st year students** Mean:84 Mean of Completers:84 Range:0-100 n:21 **COS 114 Spring 2024 – 1st year** Mean:84 Mean of Completers:84 Range:0-100 n:20 **COS 116 Summer 2023 – 1st year** Mean:85 Mean of Completers:85 Range:0-100 n:38 **COS 118 Fall 2023 – 2nd year students** Mean:90	Assessment results demonstrated: Students met the 75% standard scores throughout the program and scores improved and/or maintained as students moved into their second year of the program	Scores were maintained for the first-year students from fall to summer and increased through the second-year fall semester.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Mean of Completers:90 Range:0-100 n:12				
6.	Demonstrate effective public speaking skills to ensure effective client consultations and customer relations	COS 112 Fall Semester COS 114 Spring Semester COS 116-Summer Sem. COS 118 Fall Semester – 2nd year Assessment Means: COS 112 Students will demonstrate effective public speaking skills in class presentations and role play scenarios. COS 114, 116, and 118 Students will demonstrate effective public speaking skills when interacting with clientele in	On average, students will earn a grade of at least 75% out of 100% on this performanc e measure.	**COS 112 Fall 2023 – 1st year students** Mean:78 Mean of Completers:78 Range:0-100 n:21 **COS 114 Spring 2024 – 1st year** Mean:80 Mean of Completers:80 Range:0-100 n:20 **COS 116 Summer 2023 – 1st year** Mean:85 Mean of Completers:85 Range:50-100 n:38 **COS 118 Fall 2023 – 2nd year students** Mean:90	Assessment results demonstrated: Students did not meet the 75% standard scores in the Fall semester. Scores improved by the Spring and continued to improve into the second year.	Scores were low in the first semester and improved through the remainder of the program with more practice.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students.	Monitor scores in the first year fall and spring semesters and compare to summer assessments to determine if there are impacting factors that would help the scores in the first two semesters. Add additional role play practice for students to feel more with clients. Review teaching and scoring of assessments with faculty to ensure consistency among instruction and evaluation

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		the Cosmetology Student Salon.		Mean of Completers:90 Range:30-100 n:12				
7.	Demonstrate effective management skills to maximize daily business operations	Assessment Means: Students will demonstrate effective management skills by assisting with front desk/receptionist duties, managing inventory supply, product dispensing, and sanitation duties in the Cosmetology Student Salon and in participating in group leadership activities.	On average, students will earn a grade of at least 75% out of 100% on this performanc e measure. .	**COS 112 Fall 2023– 1st year students** Mean:70 Mean of Completers:70 Range30-100 n:21 **COS 114 Spring 2024 – 1st year** Mean:75 Mean of Completers:75 Range:30-100 n:20 **COS 116 Summer 2023 – 1st year** Mean:82 Mean of Completers:82 Range:50-100 n:38 **COS 118 Fall 2023 – 2nd year students** Mean:89	Assessment results demonstrated: Students did not meet the 75% standard in the first semester and scores improved as students moved into their second year of the program.	Scores were low for the first-year students from fall and improved through the spring. Scores continued to increase into the summer and into the second year.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	Review teaching and scoring of assessments with faculty to ensure consistency among instruction. Start implementing these practices earlier in the semester to provide additional time for retaining information.

LO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Mean of Completers:89 Range:0-100 n:12				

Program Review – C55230 Esthetics Technology

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Breanne Walker
Program Code(s)/Name(s): Cosmetology/Esthetics
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **C55230 Esthetics Technology - Certificate**
- **C55230P Esthetics Technology Certificate-CCP**
- **C55270 Esthetics Instructor**

SECTION I: EXECUTIVE SUMMARY

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

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

STRENGTHS

The Esthetics program started in 2013 with 8 students on the Kimbrell Campus. Within 8 years, the program grew to 3 sections of 10 students for 30 students. Due to the growth of the program, a beautiful new facility was built on the Lincoln Campus in 2022. The new facility provided space for 3 sections of 15 for 45 students. Fall 2023 was the first semester in the new facility with an enrollment of 44 students.

The Esthetics Program is licensed by the North Carolina Board of Cosmetic Art Examiners and is inspected each semester by the Board. Gaston College Esthetics Program was the first esthetics program in 20 years to receive a rating of 100% by a state inspector. The program maintained a 100% rating for seven continuous semesters, and currently maintains a 97% rating.

Program graduates are required to pass the state licensure theory and practical examinations with a grade of 75% or higher before applying to become a licensed esthetician. The pass rate of program graduates sitting for the state licensure exam is above the required score, with an average score of 86% on the theory portion of the exam and 98% on the practical.

The new physical space located on the Lincoln Campus will allow for the growth of enrollment and clientele.

Interest and enrollment in the esthetics program continues to remain high. The program offers three sections of classes, morning, afternoon, and evening, to accommodate the needs of students. Based on new physical space available to the program, each section can accept 15 students for a total enrollment of 45 students.

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

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

Program implemented a new curriculum with Pivot Point Education that has been very successful for all new students.

AREAS OF IMPROVEMENT

Provide more opportunities for professional development for program faculty.

Training for new hires.

NEEDS

- Additional office space for faculty due to the growth of the program.
- Qualified Esthetics instructors to meet the need of enrollment growth.

Additional full-time faculty.

ACTIONS

- Research continuing education opportunities for esthetic faculty.
- Advertise more for Esthetics instructors.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	C55230	C55230P	C55270
American Indian/Alaska Native	0	0	0
Asian	1	0	0
Black	12	0	0
Hispanic	5	0	0
Non-U.S. Resident	0	0	0
Two or More Races	4	0	0
Unknown	10	0	0
White	13	0	2
Grand Total	**45**	**0**	**2**

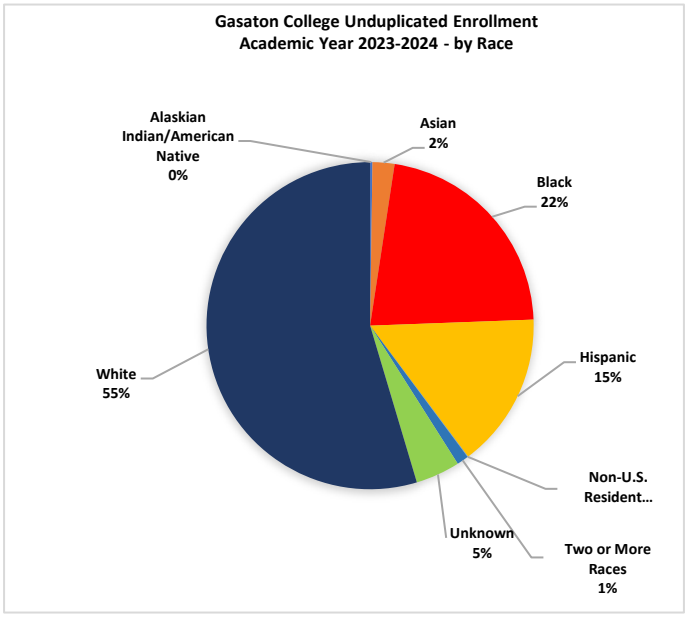
Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	In 2023 the Esthetics program moved to a new facility on the Lincoln campus that will give the space needed for growth to 45 students. The program's enrollment has increased due to being able to enroll more students due to the larger space. Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. Esthetics has been successful with enrollment. In 2023 the Esthetics program filled all 43 of the 45 spots available. Other changes implemented to improve enrollment and the program for the students was changing it from a 5-day week to a 4-day week. This will allow students more time for studying, family, and work. The program will look at adding online hours to help students with the amount of in person class time needed.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for C55230 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the EST program at GC? Identify strategies for enrollment growth.	The Esthetics Program is a truly diverse program based on demographic data. Based on the most recent demographic data, the student population is 37% Black/African American, 31% White, 0% American Indian/Alaska Native, 16% Hispanic/Latino, 3% Asian, and 7% Unknown. Females make up 100% of students enrolled in the program. The college has many support programs for all its students, but those that would support underserved populations financially include college scholarships, financial aid, and TRIO. Strategies for academic support include TRIO/Student Support Services, DEI services, Counseling, peer tutoring, and the Writing Center. The Esthetics program will partner with the marketing dept. to help with the growth of the underserved and male populations. Students enrolling in other colleges is due to not having enough space for the number of applications received. Esthetics received 60 applications for the 45 available spots. **Cleveland CC** had **26** (new recurring students for Spring 2024. In spring 2024, EST had experience growth at Cleveland CC with **7** students enrolled in the EST program from Gaston. The program should consider reaching out to

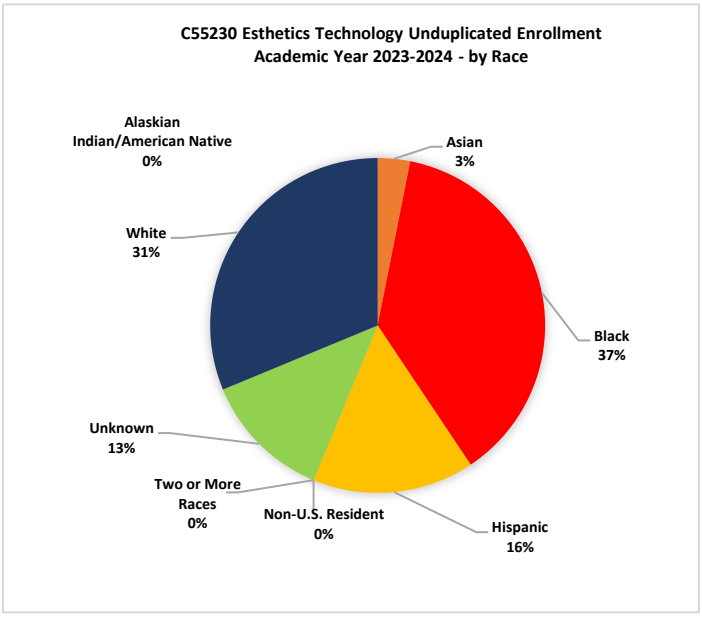
	Explanation/Narrative
	Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. **Catawba Valley CC** had **0** (new and recurring students for Spring 2024); however, **0** from Lincoln & **0** from Gaston students have enrolled in the EST program at CVCC. 0+0 = 0 An opportunity for program growth. **Central Piedmont CC** had **0** (new and recurring students Spring 2024); however, **0** from Lincoln & **0** from Gaston totaling **0** students from our service area. 0 + 0 = 0/This show an opportunity for program growth. When reviewing these numbers, determine if the program has effectively marketed the Esthetics Technology program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024



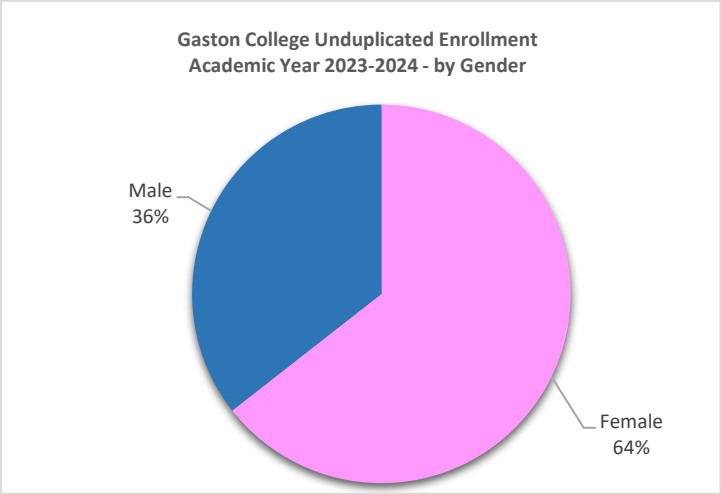
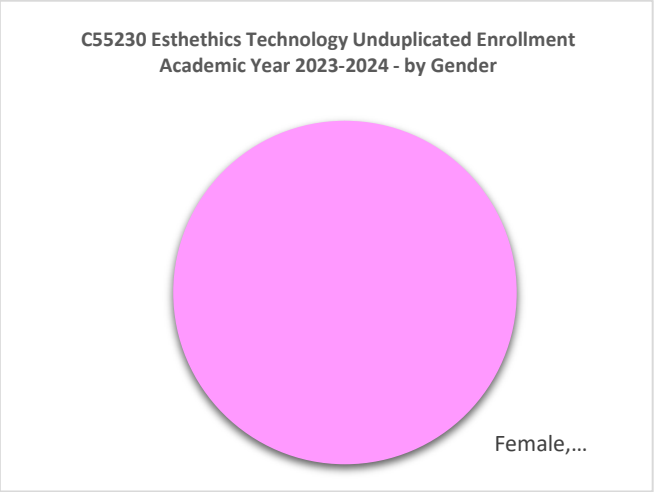
Program – Demographics 2023-2024



Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall	The Esthetics Program is a truly diverse program based on demographic data. In comparison to the college, the Esthetics program has a higher percentage of African

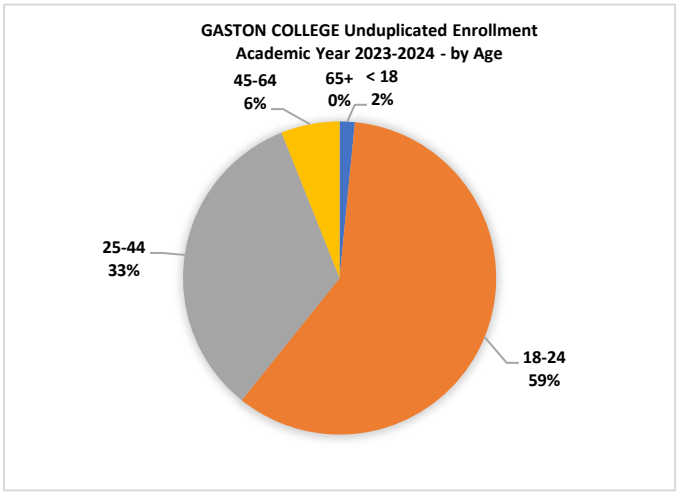
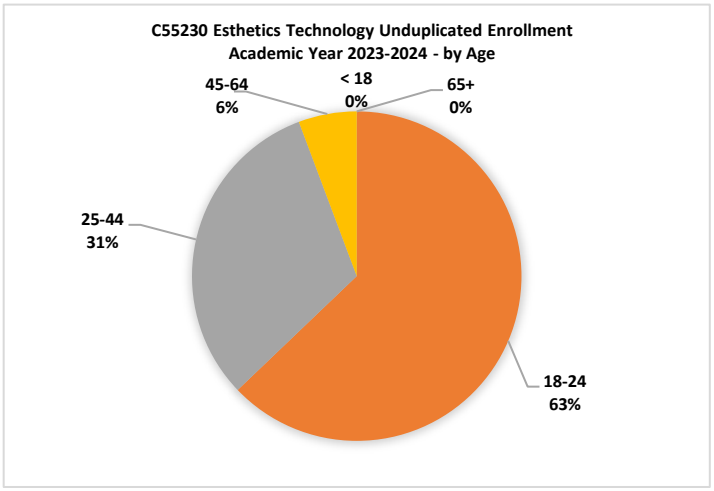
enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	American, Hispanic, Two or more races, and Asian population. The Esthetics program will partner with the marketing dept. to help with the growth of the underserved.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Females make up 100% of students enrolled in the program. Esthetics is a female dominated field. The Esthetics program will partner with the marketing dept. to help with the growth of male students.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	In the Esthetics program, the student age range is like the college. 18-24 is 63%, 25-44 is 31%, and 45-64 is 6%. Esthetics plans to work with the College Now program to advertise the Esthetics program to the high school population.

Program Course Information (Fall 2023 and Spring 2024) Cosmetology/Esthetics share the same course data.

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Cosmetology	**529**	**58**	**9**	**162.6**	**$636,058.62**
COS-111	42	2	21	5.3	$20,537.74
COS-111AB	25	1	25	1.6	$6,112.42
COS-111BB	24	1	24	1.5	$5,867.93
COS-112	42	6	7	31.5	$123,226.43
COS-112AB	25	2	13	9.4	$36,674.53
COS-112BB	24	1	24	9.0	$35,207.55
COS-113	27	2	14	3.4	$13,202.83
COS-113AB	3	1	3	0.2	$733.49
COS-113BB	2	1	2	0.1	$488.99
COS-114	27	4	7	20.3	$79,216.99

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
COS-114AB	3	1	3	1.1	$4,400.94
COS-114BB	2	1	2	0.8	$2,933.96
COS-115	24	3	8	3.0	$11,735.85
COS-116	24	4	6	9.0	$35,207.55
COS-117	19	2	10	1.2	$4,645.44
COS-118	19	2	10	12.5	$48,777.13
COS-119	**42**	**4**	**11**	**2.6**	**$10,268.87**
COS-120	**42**	**6**	**7**	**23.6**	**$92,419.82**
COS-125	**39**	**4**	**10**	**2.4**	**$9,535.38**
COS-126	**39**	**5**	**8**	**21.9**	**$85,818.40**
COS-240	13	3	4	1.6	$6,356.92
COS-250	22	2	11	0.7	$2,689.47

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated (Cosmetology/Esthetics share the same course data.)

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
COS-111	**12%**	**55%**	**17%**	**2%**	**2%**	**0%**	**0%**	**0%**	**12%**	**0%**	**5%**	**83%**	**86%**	**2.81**	**95%**
Seated	12%	55%	17%	2%	2%	0%	0%	0%	12%	0%	5%	83%	86%	2.81	95%
COS-111AB	**52%**	**40%**	**4%**	**0%**	**4%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**96%**	**96%**	**3.36**	**96%**
Seated	52%	40%	4%	0%	4%	0%	0%	0%	0%	0%	0%	96%	96%	3.36	96%
COS-111BB	**29%**	**63%**	**0%**	**0%**	**4%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**92%**	**92%**	**3.17**	**96%**
Seated	29%	63%	0%	0%	4%	0%	0%	0%	4%	0%	0%	92%	92%	3.17	96%
COS-112	**33%**	**48%**	**7%**	**0%**	**0%**	**0%**	**0%**	**0%**	**12%**	**0%**	**5%**	**88%**	**88%**	**3.30**	**100%**
Seated	33%	48%	7%	0%	0%	0%	0%	0%	12%	0%	5%	88%	88%	3.30	100%
COS-112AB	**48%**	**44%**	**8%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.40**	**100%**
Seated	48%	44%	8%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.40	100%
COS-112BB	**96%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**4.00**	**100%**
Seated	96%	0%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	4.00	100%
COS-113	**26%**	**63%**	**7%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**3.19**	**100%**
Seated	26%	63%	7%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.19	100%
COS-113AB	**33%**	**67%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.33**	**100%**
Seated	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
COS-113BB	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114	**78%**	**19%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**3.81**	**100%**

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	78%	19%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.81	100%
COS-114AB	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-114BB	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
COS-115	**17%**	**71%**	**4%**	**0%**	**4%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**92%**	**92%**	**3.00**	**96%**
Seated	17%	71%	4%	0%	4%	0%	0%	0%	4%	0%	0%	92%	92%	3.00	96%
COS-116	**54%**	**42%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**0%**	**96%**	**96%**	**3.57**	**100%**
Seated	54%	42%	0%	0%	0%	0%	0%	0%	4%	0%	0%	96%	96%	3.57	100%
COS-117	**84%**	**16%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.84**	**100%**
Seated	84%	16%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.84	100%
COS-118	**42%**	**32%**	**5%**	**0%**	**0%**	**0%**	**0%**	**21%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.47**	**100%**
Seated	42%	32%	5%	0%	0%	0%	0%	21%	0%	0%	0%	100%	100%	3.47	100%
COS-119	**31%**	**62%**	**0%**	**0%**	**5%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**93%**	**93%**	**3.17**	**95%**
Seated	31%	62%	0%	0%	5%	0%	0%	0%	2%	0%	0%	93%	93%	3.17	95%
COS-120	**60%**	**33%**	**0%**	**0%**	**5%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**93%**	**93%**	**3.46**	**95%**
Seated	60%	33%	0%	0%	5%	0%	0%	0%	2%	0%	0%	93%	93%	3.46	95%
COS-125	**44%**	**46%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**8%**	**0%**	**0%**	**92%**	**92%**	**3.49**	**100%**
Seated	44%	46%	0%	0%	0%	0%	0%	3%	8%	0%	0%	92%	92%	3.49	100%
COS-126	**82%**	**8%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**8%**	**0%**	**0%**	**92%**	**92%**	**3.91**	**100%**
Seated	82%	8%	0%	0%	0%	0%	0%	3%	8%	0%	0%	92%	92%	3.91	100%
COS-240	**85%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**15%**	**0%**	**0%**	**85%**	**85%**	**4.00**	**100%**
Seated	85%	0%	0%	0%	0%	0%	0%	0%	15%	0%	0%	85%	85%	4.00	100%
COS-250	**86%**	**5%**	**5%**	**0%**	**5%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**95%**	**95%**	**3.68**	**95%**
Online	86%	5%	5%	0%	5%	0%	0%	0%	0%	0%	0%	95%	95%	3.68	95%
College	43%	24%	11%	4%	5%	2%	0%	0%	11%	0%	1%	81%	84%	3.12	90%

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Courses are sequenced in a way that students build upon previously learned knowledge and skills from the simple to the complex. The Esthetics Program enrolls a new cohort of students each Fall semester. The program offers 3 sections, morning, afternoon, and evening, with 15 available seats available in each section. Twelve to fifteen seats are filled in each section. Course success rates meet and exceeds the college success rate.

	Explanation
	The courses offered meet enrollment needs.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how is faculty instruction in CCP Pathways of equal quality and rigor as the college campus program?**	Course credit hours and requirements have not been reviewed in the last two years. No significant curriculum revisions are anticipated in the next two years. The program offers a student clinic, open to the public, that provides services to the public at an affordable price. The student clinic allows the students to practice on live models to prepare them for the industry.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Courses in the Esthetics Program are traditionally seated courses. Three sections are offered: 8am-12:30pm, 12:30pm-5pm, and 5pm-10:30pm to provide as many student options for enrollment as possible. Course delivery options are limited as the North Carolina Board of Cosmetic Arts requires that a certain number of hours and skill competencies be performed in class under the supervision of a licensed esthetic instructor.
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Courses with Low Enrollment • NA Courses with Low Success Rates • NA Courses with High Withdrawal Rates • NA
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	• End-of-Course evaluations are overall positive regarding the program and faculty instruction. If student feedback ever relays a legitimate concern about a faculty member, the concern is addressed through a coaching session with the faculty member. If the feedback is a suggestion for improvement in the program or a concern about program guidelines, etc. then it is addressed at the level of the associate dean, and the divisional dean if necessary, and the appropriate action warranted is taken.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
C55230 Esthetics Technology (Certificate)	C55230	0%	94%
C55230P Esthetics Technology– CCP	C55230P	DNA	DNA
C55270 Esthetics Instructor (Certificate)	C55270	0%	100%

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	• In 2023/2024 the program retention rate was 94%. Most of the barriers to students successfully completing the program tend to be personal/life issues. Students withdraw for reasons such as personal finances, lack of childcare, lack of transportation, and family issues.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
C55230 Esthetics Technology (Certificate)	C55230	0	0	35	35
C55270 Esthetics Instructor (Certificate)	C55270	0	0	0	0
Grand Total		**0**	**0**	**35**	**35**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
C55230 Esthetics Technology (Certificate)	C55230	22	25	27	35
C55230P Esthetics Technology (Certificate)	C55230P	1	0	1	0
C55270 Esthetics Instructor (Certificate)	C55270	0	0	0	0
	Grand Total	22	25	28	35

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	In 2023/2024 academic year the retention in the Esthetics program was good. Barriers for timely student completion in the Esthetics Program may be due to difficult financial situations, too many personal/family responsibilities outside of school and or health.

Employment Data Skincare Specialist/Esthetics

JobsEQ 2023 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	44	2.5%	14	1.6%	$56,600
Lincoln	14	2.7%	5	2.6%	$55,800
***Charlotte**	829	2.8%	280	2.0%	$62,100

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Esthetics Technology (Skincare/Cosmetology)

Skincare Specialists

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

Employment of skincare specialists is projected to grow 10 percent from 2023 to 2033, much faster than the average for all occupations.

About 12,800 openings for skincare specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

The projected increase in employment reflects demand for services being offered, such as mini-sessions (quick facials at a lower cost) and mobile facials (making house calls) directly from skincare specialists rather than hairdressers, hairstylists, and cosmetologists. Employment growth also should result from the desire among many women and a growing number of men who seek out skincare services to reduce the effects of aging, to look good on social media platforms, and to lead a healthier lifestyle through better grooming.

Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for skincare specialists, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Skincare specialists	39-5094	81,800	90,200	10	8,400	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay

State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/personal-care-and-service/skincare-specialists.htm#tab-6

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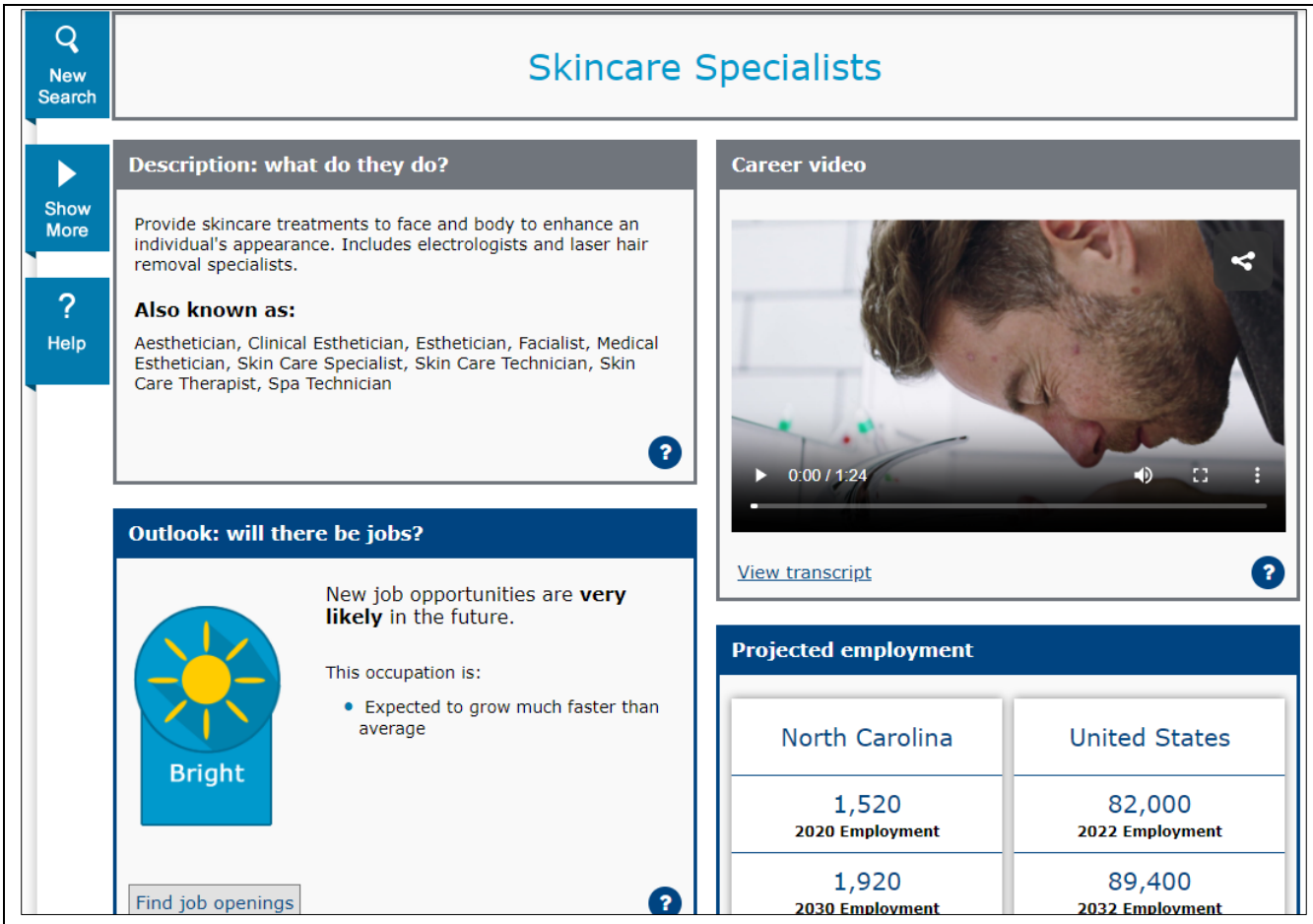


Click on the link below to access NC Career Onestop website
https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Hairdressers,%20Hairstylists,%20and%20Cosmetologists&onetcode=39501200&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	With a 2-3% employment growth, graduates of the Esthetics Program are remarkably successful in finding employment. Many of the graduates are small business owners and have opened their own spas. The program partners with several salons/spas in surrounding counties to help with job placement. Also, some graduates are employed as estheticians in the medical field. Overall, graduates of the program have not had difficulty in finding employment.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports,	The Esthetics program offers three different enrollment sections, morning, afternoon, and evening, to meet the needs of adult and high school students. Over the next few

	Explanation
https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	years, the industry is projected to grow 3-5%. With an average salary of $50,000-$63,000.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	By offering three different enrollment sections, morning, afternoon, and evening, the scheduling needs of adult and high school students are met. The Esthetics Program has collaborated with local organizations to teach students the importance, as a professional in their career field, of giving back to the community. Every year, the Webb Street school has a prom for their special needs students and the esthetic students provide skin and makeup services to the prom attendees. Students work with Christian Ministries to collect food to help feed families in need over the holidays. Representatives from Dermalogica meet with the students to provide hands-on education and product knowledge. The Esthetics program will be collaborating with the Cosmetology and Manicuring programs to provide specials to the public for services provided at a discounted rate. The Advisory Committee for the Esthetic Program provides valuable feedback in helping to identify the program's strengths, weaknesses, and suggestions for program improvement. Feedback from the Advisory Committee guided the program in streamlining its application process using a points system. The committee also states that the Gaston College Esthetics Program fosters a strong work ethic in its students and program graduates are well-prepared for entry level positions.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Gaston College Esthetics Program provides excellent instruction at an affordable cost for students. The quality of instruction is evident through the graduate pass rates on the state licensure exam. Having a brand-new state-of-the-art facility is a bonus for incoming students. Marketing for the program has been successful through tours, career fairs, open houses, word of mouth, and social media.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Esthetics Instructor (55270)	DNA	DNA	1.25	1.31	1.34
Esthetics Technology (55230)	32.81	27.34	29.41	33.75	42.81

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Cosmetology & Esthetics	$733,104.96	167.9	$656,894.34	($76,210.62)	167.3	$654,469.24	($78,635.73)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The Esthetics Program is a very viable program at Gaston College. The Esthetics Program generated 167.3 FTEs in 23/24. The enrollment in the Esthetics Program is excellent. The program started in 2013 with one section of only 8 students. In 2021-2022 with three sections, the program received 75 applications for 30 available spots and 70 applications in 2022. In the Fall of 2023, the program started in the new facility and enrolled 43 of the 45 available spots.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Esthetics Program has collaborated with local organizations to teach students the importance, as a professional in their career field, of giving back to the community. Every year, the Webb Street school has a prom for their special needs students and the esthetic students provide skin and makeup services to the prom attendees. Students work with Christian Ministries to collect food to help feed families in need over the holidays. Representatives from GC Small Business Dept. and Job Placement work with Cosmetology students to prepare them for the future.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map - C55230 Esthetics Technology/ C55270 Esthetics Instructor

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

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

Program Learning Outcomes - C55230 Esthetics

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Demonstrate knowledge of the following esthetics concepts: orientation, anatomy, physiology, hygiene, sterilizations, first aid, chemistry, basic dermatology, and professional ethics.	COS 119 Fall Semester COS 125 Spring Semester Assessment Means: Students will be assessed of their knowledge of orientation, anatomy, physiology, hygiene, sterilizations, first aid, chemistry, basic dermatology, and professional ethics as it relates to the practice of esthetics through unit exams and the	. On average, students will earn a grade of at least 75% out of 100% on Salon Concepts I and Salon Concepts II unit exams and final exam.	**COS 119 Fall 2023** Mean: 84 Mean of Completers: 84 Range: 70-100 n:43 **COS 125 Spring 2024** Mean:92 Mean of Completers:92 Range:50-100 n:43	Assessment results demonstrated: Students met the 75% standard and scores improved as students moved into their second semester of the program	None at this time as average score was well above the standard.	N/A	No change needed

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		course final exam.						
2.	Demonstrate safe and competent techniques for the following procedures: client consultation, facials, body treatments, hair removal, makeup applications, and color analysis	COS 120 Fall Semester COS 126 Spring Semester Assessment Means: Students will demonstrate safe and competent techniques in performing client consultations, facials, body treatments, hair removal, makeup applications, and color analysis through hands on demonstrations on mannequins, live models, and	On average, students will earn a grade of at least 75% out of 100% on this performance measure. .	**COS 120 Fall 2023** Mean: 88 Mean of Completers: 88 Range: 50-100 n:43 **COS 126 Spring 2024** Mean:91 Mean of Completers:91 Range:75-100 n:43	Assessment results demonstrated: Students met the 75% standard and scores improved as students moved into their second semester of the program	None at this time as average score was well above the standard.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	No change needed.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		performing client services in the Student Salon. Students will be graded using performance rubrics.						
3.	Demonstrate knowledge of the following advanced esthetics concepts: nutrition, business management, makeup, and color analysis.	COS 119 Fall Semester COS 125 Spring Semester Assessment Means: Students will be assessed on their knowledge of nutrition, business management, makeup, and color analysis as it relates to the practice of esthetics through unit exams and a final exam.	. On average, students will earn a grade of at least 75% out of 100% on Salon Concepts I and Salon Concepts II unit exams and final exam.	**COS 119 Fall 2023** Mean: 84 Mean of Completers: 84 Range: 0-100 n:43 **COS 125 Spring 2024** Mean:88 Mean of Completers:88 Range:50-100 n:43	Assessment results demonstrated: Students met the 75% standard and scores improved as students moved into their second semester of the program	None at this time as on average, students score was well above the standard	N/A	No change needed

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
4.	Demonstrate safe and competent techniques for the following advanced procedures: machine facials, aromatherapy, skin manipulations, electricity and apparatus...	COS 120 Fall Semester COS 126 Spring Semester Assessment Means: Students will demonstrate safe and competent techniques in performing machine facials, aromatherapy, skin manipulations, electricity and apparatus through hands on demonstrations on mannequins, live models, and client services in the Student Salon. Students will be graded using	On average, students will earn a grade of at least 75% out of 100% on this performance measure. .	**COS 120 Fall 2023** Mean: 83 Mean of Completers: 83 Range: 0-100 n:43 **COS 126 Spring 2024** Mean:87 Mean of Completers:87 Range:50-100 n:43	Assessment results demonstrated: Students met the 75% standard and scores improved as students moved into their second semester of the program	None at this time as on average, students scored well above the standard.	Implemented the use of grading rubrics to standardize scoring of the assessments among faculty and students	No change needed

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		performance rubrics.						
5.	Sit for the North Carolina Board of Cosmetic Arts Esthetics Licensing Exam for Estheticians	COS 120 Fall Semester COS 126 Spring Semester Assessment Means: Students will take a mock practical final exam that mirrors the North Carolina Board of Cosmetic Arts licensing examination in preparation for sitting for the licensing exam.	On average, students will earn a grade of at least 75% out of 100% on the mock exam.	**COS 120 Fall 2023** Mean: 85 Mean of Completers:85 Range: 0-100 n:43 **COS 126 Spring 2024** Mean:93 Mean of Completers:93 Range:50-100 n:42	Assessment results demonstrated: Students met the 75% standard and scores improved on the students second mock exam.	None at this time as on average, students scored well above the standard.	N/A	No change needed

Program Review – A45340 Emergency Medical Science

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Kimberly Parsley
Program Code(s)/Name(s) Emergency Medical Science
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45340 Emergency Medical Science**
- **A45340B Emergency Medical Science – Paramedic Bridging Track**

SECTION I: EXECUTIVE SUMMARY

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

- ***Strengths:*** During the 2023-2024 academic year, The Emergency Medical Science (EMS) program was successful in meeting the needs of both our students and local service partners. Local EMS agencies recruit and employ graduates of the program. The EMS program continues to produce successful entry level paramedics that are knowledgeable, skillful, and confident. Graduates of the 2023-2024 year obtained a 100% pass rate on paramedic credentialing exams through the NC Office of EMS. The graduates of the program also had a 100 % employment rate upon graduation.

Even though enrollment numbers continue to increase only slightly, the number of students is still lower than pre-covid registrations. These overall lower enrollment numbers are in line with paramedic programs nationwide. Student retention did increase for the academic year to 50%. The EMS Education Department made recruitment plans alongside EMS agencies and developed classes that try to meet their needs. Since the EMS Education program joined the Health and Human Services division in January 2021, the goal has been to increase the quality of patient simulation and to upgrade aging equipment. Moving to the HHS division has given students and instructors additional classroom space and the ability to utilize other assets owned by the HHS division. The program was given the opportunity to move the physical classrooms and labs from the David Belk Cannon building to the Pearson Life Skills building. Even though the move was not completed before the academic year's end, the students used the larger classroom and participated in creating plans for future labs.

The American Heart Association Training Center, which is an extension of the EMS Education program, also benefitted from the move to Pearson Life Skills by gaining exclusive classroom space. The training center generates thousands of AHA certifications each year, both on and off campus. The AHA Training Center has a partnership with the Caromont Healthcare System to provide all AHA training for all employees. The department employees a Health Education Training Specialist that is a full-time faculty member.

Some updated equipment was obtained through the partnership with Caromont Health Care. Two Physio-Control LikePak Heart Monitors with defibrillators were secured and were in use by the end of the 2024 school year. These heart monitors are state-of-the-art monitors that allow the students to train and become familiar with the most up to date equipment. After the department was awarded the NC Expansion Grant in February 2024, the department made plans to use the funds to provide updated lab equipment that will benefit the current students and allow for program growth.

- ***Areas for Improvement:*** As last academic year, and reflecting the years past, the diversity of the program needs improvement. 75% of students for the year 2023-2024 were white. Local service partners and EMS

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

agencies have made plans to implement recruitment programs to increase the diversity within their agencies while the college educates and trains those same employees.

The department needs to continue working to improve the lab spaces for simulation. Some equipment is outdated or past the useful life. Overall, simulation labs are adequate for learning and instruction, but some items need to be replaced.

The program needs to improve recruitment for all demographics. Local EMS agencies currently need EMTs and paramedics to keep them at adequate staffing levels.

- ***Needs:*** The needs of the department at the end of the 2024 school year included plans to continue updates to the Pearson Life Skills Building while the program works to secure classrooms and student labs. The department needs to plan for the replacement of some outdated simulation equipment. The department should create a plan to address the use of Artificial Intelligence by students, both inside the classroom and during clinical rotations. Faculty and staff should continue to seek training in AI, both as a threat to the classroom integrity and as training tools in the classroom.

The EMS Education department needs to increase the number of qualified adjunct instructors. Subject matter experts and instructors in specialties are the biggest need so the department can offer critical care classes and state-level anatomy and physiology classes.

- ***Actions:*** The EMS Education department is now planning to partner with local EMS agencies to determine the best practices for recruitment and retention of students and adjunct faculty. The department is also in the planning stages to offer EMS training to fire cadets that finish school in April 2025. This would be the first collaboration for classes with the Fire Education Department. Marketing opportunities should be increased with social media and the use of state databases for education.

The Apprenticeship 321 programs will continue to allow new opportunities for recruitment. This program gives employers the chance to partner alongside the EMS Education Department along with the student to build an educational pathway and timeline that is beneficial to all.

The EMS Education Department is actively seeking durable medical equipment to improve the scenario labs, utilizing funds from the NC Expansion grant.

The department has plans to offer increased opportunities for professional development for credentialed care providers. In early 2024, the department hosted and facilitated over 120 employees of Gaston Emergency Medical Services with required training that generated over 11 FTE. Planning is underway for several NC State OEMS classes that will bring students from surrounding counties to the Dallas campus.

SECTION II: PROGRAM DATA

Program Enrollments Entry – Program

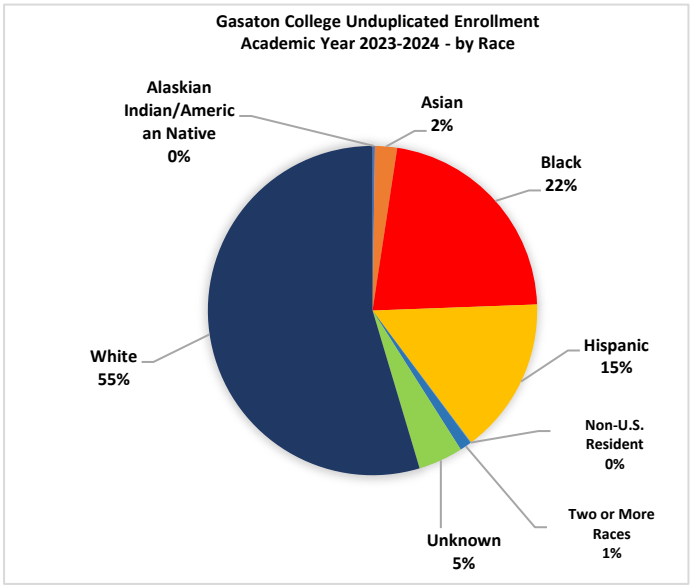
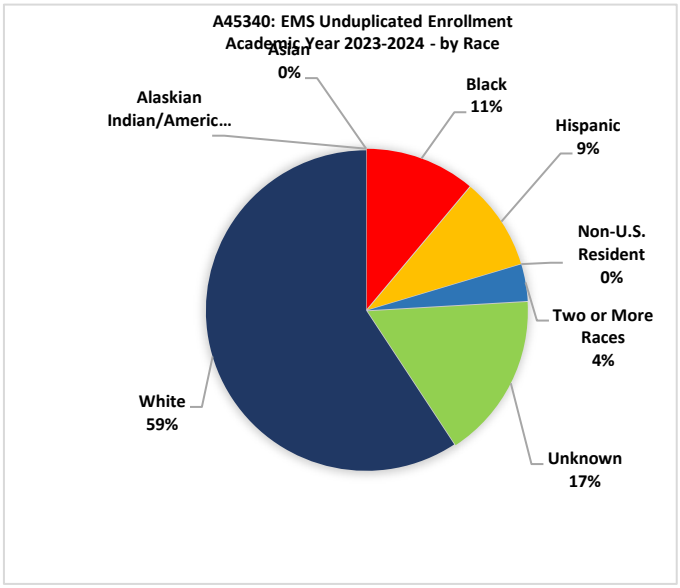
Academic Year 2023-2024 Unduplicated	A45340	A45340B
American Indian/Alaska Native	0	0
Asian	0	0
Black	6	0
Hispanic	3	2
Non-U.S. Resident	0	0
Two or More Races	2	0
Unknown	9	0
White	25	7
Grand Total	**45**	**9**

Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Overall enrollment for the programs increased slightly for the 2023-2024 academic year. Enrollment levels are still below the averages before 2020. In 2023-the EMS Advisory Council reviewed all core classes and voted to remove EMS 210 from the degree. All sections were reviewed, and the degree was set at 68 credit hours. There are now no part-time pathways due to the rigor and intensity of the clinical rotations. In comparison to neighboring institutions, the degree hours are similar. The major courses, or core curriculum, are set by the state of North Carolina Office of EMS and have insignificant variation. The differences in programs are clinical sites, simulation opportunities and quality faculty. The removal of EMS 210-Advance Patient Assessment lowered the required credit hours from 70 to 68. The enrollment goals will be implemented along with the recruitment plans of service partners.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) Review program enrollment for A45340 at other institutions in our neighboring counties.	The EMS Education program is a selective-admission program due to state mandated prerequisites. There are few, if any, non-traditional enrollment students, however, the department does work to assist any student that comes from an underserved demographic. All student resources are utilized including tutoring, financial aid and special assistance from EAP and counseling. Students enrolled at Cleveland CC are part of an agency class offered at Cleveland CC after Gaston College was unable to make the same offer due to the lack of full-time faculty. After the award of the NC Expansion Grant, Gaston College made plans to hire an additional full-time

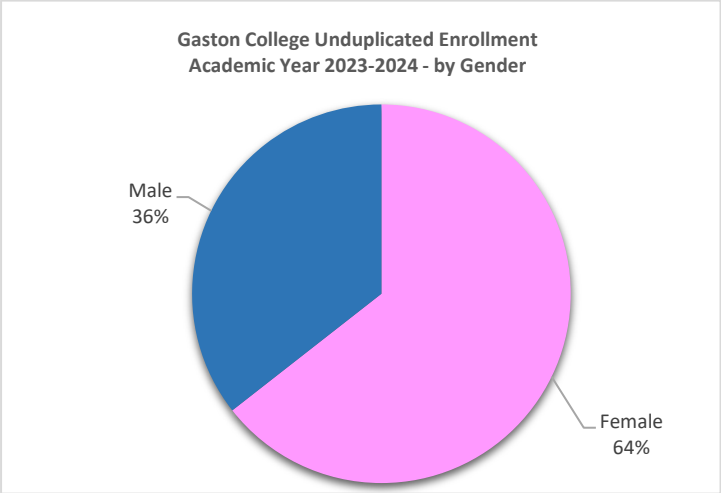
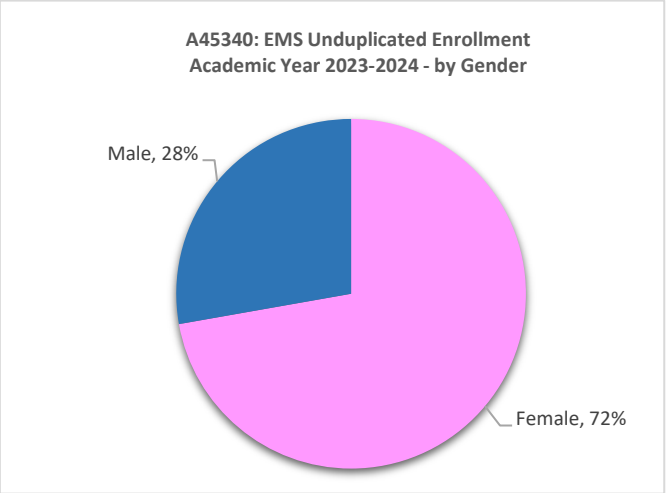
	Explanation/Narrative
Key Question: Why are students in Lincoln and Gaston counties not enrolling in the EMS program at GC? Identify strategies for enrollment growth.	instructor, and at the time of graduation, interviews were in progress. Once an instructor is hired, the plans for an agency sponsored paramedic class can move forward. **Cleveland CC** had **5** (new and recurring students Spring 2024) **1** student from Lincoln & **1** student from Gaston & our service area has enrolled in the EMS program at CVCC. 1+1 = 2 The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. **the students attending Cleveland CC are part of an agency sponsored class. In May 2024, Cleveland CC did not have a full-time program director** **Catawba Valley CC** had **24** (new and recurring students for Spring 2024); however, **4** from Lincoln & **0** from Gaston student from our service area have enrolled in the EMS program at CVCC. 4+0 = 4. An opportunity for program growth. **Central Piedmont CC** had **18** (new and recurring students Spring 2024); however, **0** from Lincoln & **0** from Gaston totaling **0** students from our service area. 0 + 0 = 0 When reviewing these numbers, determine if program personnel has effectively marketed the Emergency Medical Science program to students in and around our service area counties. **Personnel for the EMS Education program at Gaston College actively recruit students from local agencies and special events. Some of the events have been high school and college job fairs, local festivals and sporting events.** The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC. **The Apprenticeship 321 program is an effective recruitment tool, and the department takes every possible opportunity to present Apprenticeship to agencies and students. **

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

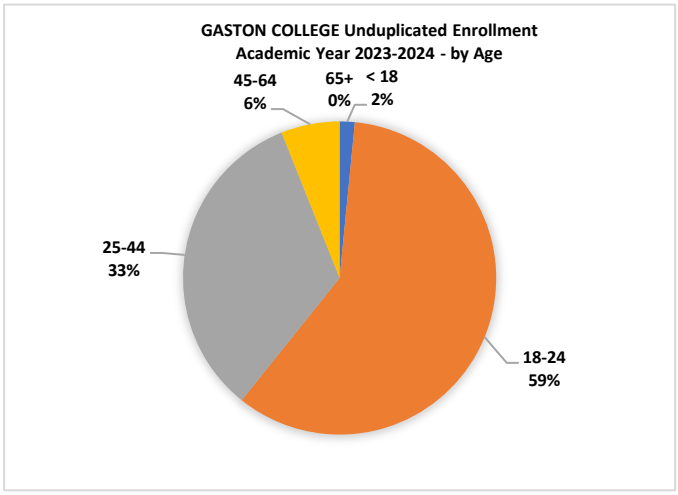
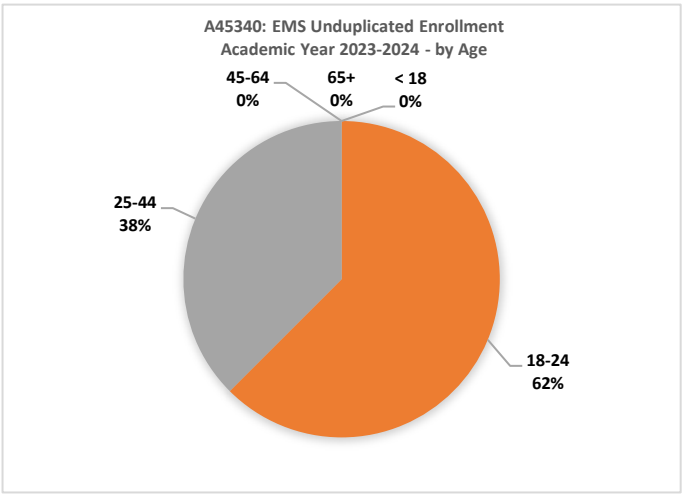
Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	**T**he EMS Education department is lower in percentages for black and Hispanic students and is in line with employees from local EMS agencies. Nationally, Public Safety professions lag other professions in diversity. The college's service partners, as well as other local EMS agencies, are making recruiting diverse students a priority. The department plans to recruit and retain students from all backgrounds by emphasizing the benefits of paramedic medicine jobs, including increased wages and benefits, flexible work schedules and tuition that may be paid by an employer or exempt.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	The EMS Education Department had an increase in female students for the 2023-2024 school year. Historically, the public safety programs are male dominated. This school year looks to be an anomaly, and the program expects a more equal class division in the future.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	**T**he age demographics for the EMS Education program is the same as the college. There are few, if any, students in the age groups 45+ due to the rigor and intensity of the job. Paramedic students in the 25-44 age group are most probably part of the Bridge program that allows working paramedics to elevate their career options once they obtain a degree. As expected, most initial paramedic students are younger age. Students now can obtain their Basic EMT certification in high school, so they are able to begin paramedic classes at an even earlier age. NC Office of EMS restricts the youngest providers to age 18.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE
EMS	**82**	**17**	**19.156**	**$86,178.99**
EMS-110	17	5	7.9688	$35,849.33
EMS-122	5	1	0.4688	$2,108.78
EMS-130	8	1	1.5	$6,748.11
EMS-131	5	1	0.4688	$2,108.78
EMS-160	4	1	0.625	$2,811.71
EMS-231	6	1	1.6875	$7,591.62
EMS-235	7	1	0.4375	$1,968.20
EMS-241	6	1	2.25	$10,122.17
EMS-250	6	1	1.125	$5,061.08
EMS-260	6	2	0.75	$3,374.06

Dept-Course	Students	Sections	Students/Section	FTE
EMS	**82**	**17**	**19.156**	**$86,178.99**
EMS-270	6	1	1.125	$5,061.08
EMS-285	6	1	0.75	$3,374.06

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
EMS-110	**6%**	**53%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**41%**	**0%**	**0%**	**59%**	**59%**	**3.10**	**100%**
Seated	6%	53%	0%	0%	0%	0%	0%	0%	41%	0%	0%	59%	59%	3.10	100%
EMS-122	**80%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**20%**	**0%**	**40%**	**80%**	**80%**	**4.00**	**100%**
Seated	80%	0%	0%	0%	0%	0%	0%	0%	20%	0%	40%	80%	80%	4.00	100%
EMS-130	**13%**	**38%**	**25%**	**0%**	**25%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**75%**	**75%**	**2.13**	**75%**
Hybrid	13%	38%	25%	0%	25%	0%	0%	0%	0%	0%	0%	75%	75%	2.13	75%
EMS-131	**20%**	**60%**	**0%**	**0%**	**20%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**80%**	**80%**	**2.60**	**80%**
Seated	20%	60%	0%	0%	20%	0%	0%	0%	0%	0%	0%	80%	80%	2.60	80%
EMS-160	**25%**	**75%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.25**	**100%**
Seated	25%	75%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
EMS-220	**17%**	**83%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.17**	**100%**
Seated	17%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.17	100%
EMS-221	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
EMS-231	**50%**	**33%**	**17%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.33**	**100%**
Seated	50%	33%	17%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
EMS-235	**71%**	**14%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**14%**	**0%**	**0%**	**86%**	**86%**	**3.83**	**100%**
Online	71%	14%	0%	0%	0%	0%	0%	0%	14%	0%	0%	86%	86%	3.83	100%
EMS-240	**17%**	**83%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.17**	**100%**
Hybrid	17%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.17	100%
EMS-241	**83%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**17%**	**0%**	**0%**	**83%**	**83%**	**4.00**	**100%**
Seated	83%	0%	0%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	4.00	100%
EMS-250	**17%**	**83%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.17**	**100%**
Seated	17%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.17	100%
EMS-260	**33%**	**67%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.33**	**100%**
Seated	33%	67%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.33	100%
EMS-270	**17%**	**83%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.17**	**100%**
Hybrid	17%	83%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.17	100%
EMS-285	**17%**	**67%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**17%**	**0%**	**0%**	**83%**	**83%**	**3.20**	**100%**
Seated	17%	67%	0%	0%	0%	0%	0%	0%	17%	0%	0%	83%	83%	3.20	100%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	The classes for A45340 Emergency Medical Science are sequenced in a way that makes sense. The EMS 210 class will be removed from future catalogs due to poor sequencing and the content is duplicated in many other classes. Courses are sequenced so that concepts are presented from basic to advanced. Cognitive and psychomotor skills are tested are several points during the program. The program is reviewed annually as trends in emergency medicine change. All class changes must be approved by the curriculum committee. The overall course success rates are higher than the college rates. The course being offered does meet enrollment needs, however, recruiting additional students for any paramedic medicine class is a priority. Service partners need qualified, credentialed care providers to keep them minimally staffed.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The EMS Education programs have been reviewed by the EMS Advisory Council and monitored by the NC Office of EMS and the program Medical Director. There are no significant changes expected in the next two years. The EMS Advisory Council discussed adding a class to the curriculum that educates students on the benefits of physical and mental fitness. The subject will be revisited by the curriculum committee. As mentioned above, the EMS 210 Advance Patient Assessment class was removed from the catalog beginning 2024 school year. All patient assessment content is offered throughout the core classes. The program does offer clinical, WBL and Apprenticeship opportunities. The are no CCP for this program
<u>Modality</u>: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	All EMS education classes are evaluated annually by the EMS Advisory Council to ensure delivery methods are appropriate for the content. Most content is regulated by the NC Office of EMS and required to be face to face instruction. At the end of the year 2024, all EMS core classes were either face to face or hybrid delivery. Each class has a lab component that requires face to face instruction.
<u>Student Achievement</u>: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Courses with Low Enrollment • The EMS Education Program has suffered low enrollment since 2020 due to challenges for pre-hospital emergency medical care providers having increased work hours and difficult working environments. The program leaders plan to continue

	Explanation
	to work alongside agency partners to recruit students by showing the rewards of an EMS career. Some examples are flexible work schedule, paid education advancement, paid professional development, increased wages and benefits, improved career ladders and mentorships. Courses with Low Success Rates • Continue to support all students through the resources available at Gaston College such as the Learning Center, EAP, SEAF and other programs. Students are often referred to the SOS agencies. Also, students are urged to reach out to their academic advisors for guidance to look for resources that may have been missed by faculty. Courses with High Withdrawal Rates • EMS 110 Basic Initial EMT has the highest withdrawal rate. That class is a student's first introduction to emergency medicine and the intense pace of the education. The program needs to prepare students ahead of the start of class by being clearer about expectations. It may be necessary to have the academic advisors set up interviews with faculty so they can meet the potential student and discuss the expectations before class begins. Also, faculty and staff need to find ways to retain the students that withdrawal for reasons other than academic performance. Faculty uses Watermark to send alerts so that students and their advisors are aware of the progress and potential for drops or withdrawals.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	End-of-course evaluations remain positive. Some of the comments by students indicated a desire for more hands-on lab experience in addition to instructors that are subject matter experts in critical areas such as cardiology and trauma. The department is using information from students and from evaluations when determining the equipment to purchase for simulation and clinical practice. Also, the department has plans to partner with Caromont Health and Dr. Andrew Matthews to provide increased opportunities to study and learn from experts in cardiology, maternal and child health and neurology.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A45340 Emergency Medical Science	**A45340**	29%	50%
A45340B Emergency Medical Science - Paramedic Bridging Track	**A45340B**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	The greatest barrier to student retention is the intense pace of the paramedic cohorts. Often, students are working as an EMT with an agency, attending classes face to face or online, and attending clinical sites either in hospital or on an ambulance all simultaneously. The increased workloads while working on ambulances are due to short staffing and increased call volumes as suburban and rural communities grow and populations expand. Students become overwhelmed with work/school/life imbalance and begin to perform poorly on assignments. The program has partnered with employers to remedy the workloads and allow employed students to work less on the ambulances, so they have opportunities to study, prepare for class and participate in clinical rotations while well rested and healthy.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A45340 Emergency Medical Science	**A45340**	1	0	4	5
A45340B Emergency Medical Science - Paramedic Bridging Track	**A45340B**	1	1	1	3
Grand Total		**2**	**1**	**5**	**8**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A45340 Emergency Medical Science	**A45340**	16	4	2	5
A45340B Emergency Medical Science - Paramedic Bridging Track	**A45340B**	0	3	7	3
	Grand Total	16	7	9	8

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	The credential earned data for Paramedic Bridging Track A45340B is directly affected by the levels of personnel staffing by local agencies. These students often work overtime on their jobs and do not commit to completing the degree due to extended work hours. Also, the Apprenticeship 321 grant monies were suspended, and some students felt the program should be paid for by their employer instead of out-of-pocket or financial aid. The department is working closely with Academic Advisors to make sure the Bridge program students are aware of the classes needed to obtain the degree and help the students map a successful completion. The number of students in the degree program remains low after the Covid pandemic when many classes were moved from face to face to on-line and clinicals were moved to simulation. The college and the EMS Education program continues to recover from the 2021 pandemic. Low enrollment is the trend statewide, and the NC Office of EMS is working to find ways to increase enrollment. Local agency partners are also studying ways to increase paramedic class participation.

Employment Data: Emergency Medical Technicians

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	97	0.9%	17	1.2%	$38,900
Lincoln	27	n/a	5	2.1%	$38,300
***Charlotte**	1,581	1.0%	286	1.5%	$42,800

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

Employment Data: Emergency Management Directors

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	6	n/a	1	1.1%	$83,100
Lincoln	2	n/a	0	2.0%	$81,900
***Charlotte**	88	1.3%	16	1.6%	$89,400

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Emergency Medical Technicians (EMT) and Paramedics

EMTs and Paramedics

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

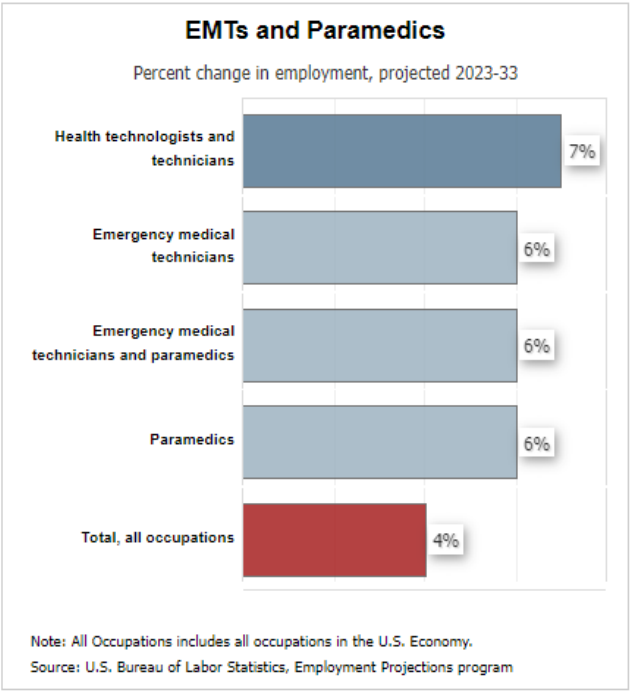
Overall employment of EMTs and paramedics is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations.

About 19,200 openings for EMTs and paramedics are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Emergencies, such as car crashes, natural disasters, drug abuse incidents, and acts of violence, will continue to require the skills of EMTs and paramedics.

Growth in the middle-aged and older population will lead to an increase in age-related health emergencies, such as falls, heart attacks, and strokes. This increase, in turn, will support demand for EMT and paramedic services.



Employment projections data for EMTs and paramedics, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Emergency medical technicians and paramedics	29-2040	270,400	286,600	6	16,200	Get data
Emergency medical technicians	29-2042	169,700	180,000	6	10,300	Get data

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm#tab-6

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/emts-and-paramedics.htm#tab-6

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your source for career exploration, training & jobs

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	The EMS education programs at Gaston College have a 100% hire rate upon graduation. The local EMS agencies actively recruit students early in the programs and other times during instruction. Paramedics are in high demand in the region and a statewide shortage remains. The date reflected in the Career Onestop is not currently accurate and does not describe the shortage of EMS personnel in North Carolina or nationwide. The need for credentialed EMS Providers is at critical levels with some EMS agencies taking crews and trucks out of service because of the lack of personnel.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	The EMS Education programs at Gaston College produces a healthy revenue that covers programs costs via FTE. Operations costs were $572K with over 123 FTE. Per NCWorks, there are more than 50 paramedic jobs open in the Charlotte region, with the actual total even higher. With salaries as high as $75,000 the demand for skilled, knowledgeable providers remains high.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	Community partnerships with local EMS agencies and the Caromont Health and Atrium Hospital systems are necessary to train students that are successful and graduate from the programs. Clinical practicum sites and EMS agencies provide hands on training, patient care experience and clinical ambulance ride times. Partnership is pivotal to student success. Professionally qualified adjunct instructors are recruited from clinical sites. Trained, skilled clinical preceptors are available at each clinical site, allowing the students to participate in patient care and become proficient

	Explanation
	in skills. Gaston College hosts a specialized training session for preceptors to ensure compliance in skills documentation and evaluations. A partnership that began in 2023 with Caromont Health resulted in equipment sharing that allows for students to train with the same equipment that is used in-hospital on the ambulances. The EMS Advisory Council consists of agency partners and hospital representatives. Because of the close working relationship, the advisory council is receptive to ideas to change or improve the program to meet the needs of the partners. It is understood and expected that medical trends change and evolve. The local leaders in emergency medicine sit on the advisory council, keeping Gaston College's EMS Education program current and relevant. The Apprenticeship 321 programs remained important and resulted in several Paramedic to AAS Bridge students in the program code A45340B. Each of the graduates was employed by service partner agencies of Gaston College.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	Paramedic graduates are eligible to sit for the National Registry exam, which continues to be the gold standard of testing in the EMS and paramedic professions. The lab experiences at Gaston College are improved and make the hands-on training more beneficial than other surrounding schools that have limited lab spaces. Some neighboring institutions do not have full-time faculty. At Gaston College, the level of field experience of instructors is unique, with more than 100 years of paramedic experience between all full-time faculty. The effectiveness of promotional and outreach efforts is unclear currently due to the statewide decrease in enrollment for EMS programs. We plan to increase social media outreach to highlight the programs.

SECTION IV: CONNECTION
Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Emergency Medical Science (45340)	41	51.8	43.34	36.69	38

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
EMS - Curriculum & Con. Ed.	$572,068.55	107.0	$366,143.64	($205,924.91)	123.4	$555,144.52	($16,924.03)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The EMS Education Program produces a revenue that covers the cost of the program. The increased total costs of the year 2023-2024 were due to the increased costs of equipment that was replaced and the beginning of the move to Pearson Life Skills. Total FTE 123. The program continues to increase enrollment and future FTEs should increase.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The EMS Education Program has partnerships with several surrounding agencies, as well as Atrium Health and Caromont Healthcare Systems. Students are posted at clinical sites and EMS agencies in Gaston, Lincoln, Cleveland, Cabarrus, Catawba, and Iredell counties. Students attend special clinical days at the NC Burn Center at Wake Forest University to study specialized burn care. Students use Atrium Lincoln for operating room rotations to gain hands-on experience in airway control and video-assisted laryngoscopy. In 2023, the EMS Education department partnered with Gaston College Athletics to complete student athlete physicals and provide baseline health information, including cardiac EKGs. The program identified two students that needed further medical evaluation to compete in athletic sports. The department partnered with Gaston Emergency Medical Services to assist with the annual "Kids Camp" that

	Explanation
	introduces children to the EMS Profession. Children in grades 3-7 participate in the camp each year in June.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The 2021 Annual Report was submitted in May 2023 for CAAHEP Accreditation. The CoAEMSP Accreditation review began. The Self Study was submitted in July and the Executive analysis was received in January 2024. The site visit date is not yet set.

Curriculum Map -A45340 Emergency Medical Science / A45340B Emergency Medical Science – Paramedic Bridging Track

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position, and otherwise handle the patient to minimize discomfort and prevent further injury.	Demonstrate the roles and responsibilities of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	Perform airway management, including oxygenation and ventilation of patient	Demonstrate a proper history and perform a comprehensive physical examination on any patient, and communicate findings to others.	Demonstrate integration of pathophysiology principles and analyze assessment findings to formulate a field impression and implement a treatment plan for the medical patient.
EMS 110	**I, D**	**I, D**	**I, D**	**I, D**	**I,D**
EMS 122	**I**	**I**	**I**	**I**	
EMS 130	**I**	**I**			**D**
EMS 131	**D**	**D**	**D**	**D**	**D**
EMS 160	**D**	**D**	**D**	**D**	**D**
EMS 210	**D,M**	**D**	**D**	**D**	**D**
EMS 220	**D**	**D**	**D**	**D**	**D**
EMS 221	**D**	**D**	**D**	**D**	**D**
EMS 231	**D**	**D**	**D**	**D**	**D**
EMS 235					
EMS 240	**D**	**D**			
EMS 241	**D**	**D**	**D**	**D**	**D**
EMS 250	**D**	**D**	**D**	**D**	**D**
EMS 260	**D**	**D**	**D**	**D**	**D**
EMS 270	**D**	**D**	**D**	**D**	**D**
EMS 285	**M**	**M**	**M**	**M**	**M**
Bridging courses not in parent:					
EMS 140					
EMS 125	D,M				

Course	PLO6	PLO7	PLO8	PLO9	PLO10
	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for the trauma patient.	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for neonatal, pediatric and geriatric patients, diverse patients and chronically ill patients.	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints.	Perform safety management principles at the scene of an emergency.	Apply general knowledge and understanding of managing an emergency medical system.
EMS 110	I, D	I, D	I, D	I, D	I,D
EMS 122	I	I	I	I	
EMS 130	I	I			D
EMS 131	D	D	D	D	D
EMS 160	D	D	D	D	D
EMS 210	D,M	D	D	D	D
EMS 220	D	D	D	D	D
EMS 221	D	D	D	D	D
EMS 231	D	D	D	D	D
EMS 235					
EMS 240	D	D			
EMS 241	D	D	D	D	D
EMS 250	D	D	D	D	D
EMS 260	D	D	D	D	D
EMS 270	D	D	D	D	D
EMS 285	M	M	M	M	M
Bridging courses not in parent:					
EMS 140					
EMS 125					

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

Program Learning Outcomes - A45340 Emergency Medical Science

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Examine and analyze the nature and seriousness of the patient's condition or extent of injuries to assess the need for emergency medical care, perform appropriate medical care based on assessment findings of the patient's condition, lift, move, position and otherwise handle the patient to minimize discomfort and prevent further injury.	**EMS 110 EMT** Students will be evaluated throughout the program with validated linear exams, adaptive cognitive exams and psychomotor testing for critical skills. Each student's performance is reviewed for strength and need for improvement. Psychomotor testing requires the student successfully complete a series of out-of-hospital	70 percent of students having a grade of 78% or greater	**Fall 2023** **EMS 110** 100% of students achieved a score of 78% or higher Mean: 87.06 Range:85.59-90.08% n: 6 **Spring 2024** **EMS110** 100% of students achieved a score of 78% or higher Mean: 88.18 Range: 86.26-89.38% n:3	The program uses an industry validated, nationally recognized assessment program for cognitive testing. Monitoring outcomes and patient data to track and identify student weaknesses. Measure affective behaviors and provide immediate feedback to students. Use of full-time faculty and	Students unfamiliar with linear and adaptive assessments or how they are used to drive improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. Students inexperience in psychomotor lab testing, novice to field internships, and integrating a performance	Prior to 2018, the student capstone experience and program learning outcomes focused on a linear exam system for grading performance. Students were evaluated with as series of validated, linear exams and a set of pre-determined psychomotor and cognitive skills lab assessments. Capstone transitioned to a student focused evaluation with a model that graded individual performance. In 2019, the exam and evaluation process changed to an aggressive	Explore ways to better communicate the class expectations to students prior to start of class. Implement program orientation that is explicit and informational. Ensure students obtain all required materials, books and supplies prior to start of class. Ensure class compliance issues are completed in timely manner. Improve outcomes through targeted assignments and class materials.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		scenarios that includes patients of all ages, sizes and medical need. The student is required to provide the correct evidence based medical interventions established by national standards. Affective behaviors are tested through periodic evaluations using the Professional Behavior Evaluation forms found in the FISDAP student tracking program.			experienced adjunct instructors for class stability.	improvement plan	individualized assessment plan that highlighted student weaknesses and provided an improvement map. EMS 110 Fall 2023 and Spring 2024 had stability in faculty instructors and leadership. The class was facilitated by a faculty instructor without frequent disruptions in education. Experienced adjunct instructors assisted with skills labs and testing.	Strive to maintain stability in instructor and instruction throughout the sessions. Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of entry level students.
2	Demonstrate the roles and responsibilities	**EMS 130 and EMS 210**	On average, students will earn at	**EMS 130 Spring 2024**	The program uses an industry	Students unfamiliar with linear and	2017 and prior, student capstone experience and	Explore ways to better communicate the

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	of a paramedic within an EMS system, perform the basic concepts of development, pathophysiology and pharmacology to assessment and management of emergency patients, be able to properly administer medications, and apply effective communication with patients, peers, and healthcare professionals.	This class will establish a base for students to build knowledge and skills. Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive	least 78% on this artifact. OR On average, students will earn an 8 out of 10 on psychomotor exams.	85% of students achieved a score of 78% or higher Mean:79.28% Range: 43.32-97.68 n:7 **EMS 210 Spring 2024** The Gaston College Curriculum Committee and the EMS Advisory Council voted to removed EMS 210 from the catalog effective Spring 2024	validated, nationally recognized assessment program for cognitive testing. Monitoring outcomes and patient data to track and identify student weaknesses Measure affective behaviors and provide immediate feedback to students. Students gained confidence in IV access and medication administration. These technical skills are evaluated by	adaptive assessments or how they are used to drive improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. At this point in instruction, students are inexperienced in psychomotor lab testing and they are novice to field internships. They are introduced to integrating a performance improvement plan as part of the assessment.	program learning outcomes were focused on linear testing, with students given a series or predetermined cognitive and psychomotor lab assessment. In 2018, the capstone model changed focus to each student's individual performance. Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement. The students are evaluated on affective domain as they begin field internships.	class expectations to students prior to start of class. Implement program orientation that is explicit and informational. Ensure students obtain all required materials, books and supplies prior to start of class. Ensure class compliance issues are completed in timely manner. Improve outcomes through targeted assignments and class materials. Strive to maintain stability in instructor and instruction throughout the sessions.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program.			clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.			Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion. Remain in frequent contact with advising staff to communicate changes in student performance. Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.
3	Perform airway management including oxygenation and ventilation of a patient	**EMS 131 and EMS 221** On site clinicals reinforce cognitive training	On average, students will earn at least 78% on this artifact. OR	**EMS 131 Spring 2024** 80% of students achieved a score of 78% or higher	The program uses an industry validated, nationally recognized assessment	Students unfamiliar with linear and adaptive assessments or how they are used to drive	Test grades and delayed completion of on-line assignments did not accurately reflect understanding of class content.	Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP	On average, students will earn an 8 out of 10 on psychomotor skills exams	Mean:78.73 % Range:40.07-95.44% n:5 **EMS 221 Summer 2023** 100% of students achieved a score of 78% or higher Mean:96.20% Range:91.05-99.00% n:4	program for cognitive testing Monitoring outcomes and patient data to track and identify student weaknesses. Measure affective behaviors and provide immediate feedback to students. Students gained confidence in airway management tasks. These technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student	improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. At this point in instruction, students are inexperienced in psychomotor lab testing and they are novice to field internships. They are introduced to integrating a performance improvement plan as part of the assessment.		Reinforce use of Advising Center to monitor student progress Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of entry level students. Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		student tracking program			tracking program with immediate feedback.			
4	Demonstrate a proper history and perform a comprehensive physical exam on any patient, and communicate findings to others.	**EMS 122** **EMS 231** Clinical rotations ensure students perform adequately when obtaining assessments, patient histories, and interviews. Students perform a self-evaluation of their own performance with each patient interaction by completing the FISDAP self-evaluation form. The clinical preceptor	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	**EMS 231** **Fall 2023** 100% of students achieved a score of 78% or higher Mean: 90.56%% Range:88.80-95.00% n: 6 **EMS 122** **Spring 2024** Cohort began with eight students-three withdrew prior to beginning of clinical rotations 100% of students achieved a score of 78% or higher Mean:94.99% Range:90.00-97.50%	This is a progressive clinical rotation in the emergency department. Students begin with a general understanding and working knowledge of patient assessment, physiological needs and treatment plans. The student has practiced all skills prior to entering into the clinical setting. The student stays in direct communication with the preceptor, as	Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes. Preceptors communicate with EMS agencies and NC OEMS to verify current practices. At the start of clinical rotations, students suffer inexperience in ER internships, and integrating a performance improvement plan.	The clinical coordination of ER and other hospital rotations is solid, with frequent communication between the hospital staff and the coordinator. There are no impact changes.	Explore ways to improve communication between students and preceptors, including helping individual students relate patient care outcomes directly to class materials, assignments and treatment plans. Added additional training for preceptors in communications, feed back and assessments. Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		reviews patient care reports, provides feedback, suggest corrective actions and confirms patient contact.		n: 4	they did with instructors during lab and didactic training. Preceptors remain in clinical sites with students to assist with procedures, review instructions and provide corrective actions if needed. Documentation is submitted immediately following any clinical shift.			entry level students
5	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the	**EMS 250 Medical Emergencies** **EMS 160 Cardiology I** **EMS 220 Cardiology II**	On average, students will earn at least 78% on this artifact. OR On average, students will earn an	**EMS 250 Fall 2023** 100% of students achieved a score of 78% or higher Mean: 87.62%	The program uses an industry validated, nationally recognized assessment program for cognitive testing	Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes.	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or predetermined	Explore ways to improve communication and ensure students relate classroom materials to patient outcomes.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	treatment plan for the medical patient	Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student	8 out of 10 on this artifact.	Range: 82.05-93.53% n:6 **EMS 160 Spring 2024** 100% of students achieved a score of 78% or higher Mean: 87.73 % Range:82.32-97.58% n:4 **EMS 220 Summer 2023** 100% of students achieved a score of 78% or higher Four students successfully completed the course Exact course information not available in Blackboard	Students gained confidence in patient assessment and treatment planning tasks. Technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback. Students are evaluated on affective domain and advised of any short comings in professional demeanor or dress	At this point in instruction, students are becoming more experienced in psychomotor lab testing but they remain novice to field internships. They are introduced to integrating a performance improvement plan as part of the assessment.	cognitive and psychomotor lab assessment. In 2018, the capstone model changed focus to each student's individual performance. Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement.	Utilize commercial learning systems to record and maintain records of student's classroom lab outcomes.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		tracking program		One student had letter grade of "A" Three students had letter grade of "B" Minimal grade requirements met by each student Mean: unknown Range: unknown n:3				
6	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for the trauma patient.	**EMS 260 Trauma Emergencies** Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered.	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	**EMS 260 Fall 2023** 100% of students achieved a score of 78% or higher Mean: 88.98% Range:83.77-95.67% n:6	Majority of students are performing above the stated success criteria General understanding of traumatic emergencies is high, with students completing trauma assessments and developing treatment	Instructor to ensure that students have a clear understanding of Blackboard requirements and associated goals for an on-line assignment. Instructors to have availability posted for students who may need additional assistance.	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or predetermined cognitive and psychomotor lab assessment. In 2018, the capstone model changed focus to each student's	Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion. Faculty to attend professional development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program			plans without prompting.		individual performance. Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement.	Utilize commercial learning systems to record and maintain records of student's classroom lab outcomes.
7	Demonstrate integration of pathophysiological principles and analyze assessment findings to formulate a field impression and implement the treatment plan for neonatal,	**EMS 270 Life Span Emergencies EMS 240 Patients with Special Needs** Faculty utilizes Platinum Testing, EMSTesting.com for peer-	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10	**EMS 270 Fall 2023** 100% of students achieved a score of 78% or higher Mean: 87.93 % Range:82.19-96.32% n:6	The program uses an industry validated, nationally recognized assessment program for cognitive testing	Instructor to ensure that students have a clear understanding of Blackboard requirements and associated goals for an on-line assignment.	2017 and prior, student capstone experience and program learning outcomes were focused on linear testing, with students given a series or predetermined cognitive and	Encourage use of Gaston College services, such as the Learning Center, to ensure successful class completion. Faculty to attend professional development to enhance

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	pediatric and geriatric patients, diverse patients, and chronically ill patients.	reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program	on this artifact.		Students gained confidence in patient assessment and treatment planning tasks. Technical skills are evaluated by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.	Students remain unclear about progress reflection from linear and adaptive assessments or how they are used to drive improvement in student outcomes. Quickly changing trends in the industry make it difficult to stay up to date on current protocol and policy changes	psychomotor lab assessment. In 2018, the capstone model changed focus to each student's individual performance. Implementing a plan to map individual weaknesses allowed for a detailed performance report that gives solutions for summative improvement.	knowledge and understanding of Blackboard to ensure students understanding of on-line classes. Utilize commercial learning systems to record and maintain records of student's classroom lab outcomes.
8	Demonstrate integration of pathophysiologi	**EMS 285 EMS Capstone**	On average, students will earn at	**EMS 285 Spring 2024**	Use same grading criteria for each lab so	Lab and clinical rotation structure do not	In 2018, the department implemented the	Continue to monitor student progression,

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	cal principles and analyze assessment findings to formulate a field impression and implement the treatment plan for patients with common complaints	Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student	least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	100% of students achieved a score of 78% or higher Mean: 86.56 % Range: 80.41-93.97% n:5 Numeric grades for Capstone do not reflect any linear exams. Grades are based on clinical performance. This is a continuation of ER clinical rotation.	students are aware of expectations. The students have been evaluated on skills performance and have practiced each skill prior to entering any clinical site. Clinical skills have been mastered and confirmed via visual evaluation by faculty prior to entering clinicals. Students gained confidence in patient assessment and treatment planning tasks. Technical skills are evaluated	always coincide. Field internship schedules are not always effective in meeting needs of the student. The lack of proper financial aid or other financial burdens often limit the student's ability to remain focused during the intense clinical rotations. The student's ability to remain paired with their designated preceptor are sometimes limited due to scheduling conflicts and an overall shortage of EMS personnel.	use of National Registry Psychomotor Skills Sets prior to the students' entry in field internships. Adding the nationally recognized component prior to entering the clinical setting allowed students to build skill confidence and performance in the clinical settings improved. In 2019, improvement continued as students became more accustomed to a high expectation in clinical care.	ability to meet clinical goals, and ensure students' understanding of virtual and face-to-face instruction. Continue to evaluate affective domain of students as they become "team lead" in patient encounters Partner more closely with EMS agencies to ensure preceptor availability. Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of entry level students

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		tracking program. Students are assessed for affective behavioral competency through periodic evaluations using the Professional Behavior Evaluation in the FISDAP Student Tracking Program. Students perform a self-reflection evaluation on all skill and patient care encounters. Students complete program surveys in accordance with COAEMSP			by clinical faculty, gauged competent via the FISDAP student tracking program with immediate feedback.			

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		Standards and guidelines under the CAAHEP accreditation rules.						
9	Perform safety management principles at the scene of an emergency	**EMS 241 Clinical IV** Faculty utilizes Platinum Testing, EMSTesting.com for peer-reviewed, validated linear and cognitive exams. Validated linear final exams are administered. Each student's performance is reviewed for strengths, and areas in need of improvement. Intermittent exams are used to reinforce	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	**EMS 241 Spring 2024** 100% of students achieved a score of 78% or higher Mean: 92.92% Range: 91.17-96.70% n:5	Students have designated preceptors that have been trained and vetted by Gaston College faculty, that regularly communicate with in-house faculty to mentor and guide the student's progression throughout field internship. Documentation for each clinical rotation is submitted immediately following the shift for review	Students often are employed full-time or part-time while attempting to complete classroom work and field internship. The lack of proper financial aid or other financial burdens often limit the student's ability to remain focused during the intense clinical rotations. The students ability to remain paired with their designated preceptor may	Students enter their Capstone Field Internship with skills, knowledge, and confidence to operate as a team leader.	Closely monitor field internships via observation by faculty, direct communication with preceptors, review of patient care reports and skills tracking vis FISDAP. Utilize field preceptors that have attended the Gaston College training class and are familiar with field internship expectations of advanced level students. Ensure that students return field internship documentation in timely manner

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		weak cognitive areas that are identified. Ongoing improvements are noted and documented via the FISDAP student tracking program Field preceptor evaluates student as they are acting as Team Leader. The student must Team Lead in 18 out of 20 EMS calls. Student must exhibit Eureka graph of a minimum of 80% for airway management and IV insertion. Students must meet clinical goals at 100%			by clinical coordinator.	be limited due to scheduling conflicts and an overall shortage of EMS personnel.		and document via FISDAP

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		in call criteria for age, impression, complaint in order to complete EMS241 and meet program requirements.						
10	Apply general knowledge and understanding of managing an emergency medical services system.	**EMS 235 EMS Management** Student must present an EMS System plan, an EMS System review, and participate in validated, linear exam for mid-term and final.	On average, students will earn at least 78% on this artifact. OR On average, students will earn an 8 out of 10 on this artifact.	**EMS 235 Spring 2024** 100% of students achieved a score of 78% or higher Mean: 93.91% Range:85.36-99.90% n: 6	This course allows students gain a clear understanding of EMS systems operations, including staffing and human resources, facilities and vehicle maintenance, federal, state and local protocols, policies and procedures. Budgeting and fiscal requirements are discussed.	Ensure distance education students have the proper assistance to complete coursework as assigned and meet all stated goals and objectives. Ensure students are aware of assignment deadlines and are clear on instructions for any special projects that are a part of the course.	Students have been successful completing the class objectives via distance learning.	Encourage use of Gaston College services, such as the Learning Center and Writing Center to ensure successful class completion. Utilize benefits from Apprentice 321 program to recruit and retain students to paramedic medicine programs-both initial paramedic and bridge associate degree candidates. Faculty to attend professional

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					Masters level instructor is successful in system administration and conveys class content clearly and with personal professional experience.	Ensure assignments parallel current EMS policy and procedures.		development to enhance knowledge and understanding of Blackboard to ensure students understanding of on-line classes. Ensure grading is up to date. Ensure assignments are timely and parallel current EMS operational plans.

Program Review – A45630 Health and Fitness Science

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Brett LaFemina
Program Code(s)/Name(s): A45630-Health and Fitness Science
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45630 Health & Fitness Science**
- **C45630A Health & Fitness Science – Group Exercise Instructor Certificate**
- **C45630 Health & Fitness Science – Health and Wellness Coach Certificate**
- **C45630B Health & Fitness Science – Foundations of Health & Fitness Science**

SECTION I: EXECUTIVE SUMMARY

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

- ***Strengths:*** The Health and Fitness Science program continues to have a 100% pass rate for our students in the American Council on Exercise's Certified Personal Training certification exam for seven consecutive years. We also prepare our students for transfer into 4-year institutions to pursue a bachelor's degree. Our program includes four articulation agreements with state universities: Appalachian State University, Gardner-Webb University, Lenoir-Rhyne University, and UNC Charlotte. We continue to have the Health and Fitness Science pathway at East Gaston High School's CaroMont Health Academy, which may potentially act as a feeder for the main program. Our department as a whole, including all HFS, HEA, and PED courses, continues to provide a substantial number of FTEs. This past Fall and Spring resulted in 683 total course registrations, with an FTE of 66.7 and a net FTE value of $260,878.17. We also continue to manage and staff the DBC Fitness Center for both open hours for students and employees, as well as access for the athletic teams. Graduates (in addition to earning the HFS AAS Degree) earn the following:
    - ACE Personal Trainer Certification
    - Gaston College Health & Wellness Coach Certificate
    - Gaston College Group Exercise Instructor Certificate

- ***Areas for Improvement:*** Since we will be moving to a diploma with the intention of having the curriculum pathway completed within one academic year, we may see that a quicker completion time is attractive to potential students and improve retention due to academic momentum.

- ***Needs:*** We need marketing of the program to inform the community that the program will be a diploma and can be completed within one year (Fall, Spring, and Summer) and that the ACE CPT exam will still be the culmination of the program and covered by lab fees.

- ***Actions:*** We will continue to prepare for the transition to a diploma and guide our students during the process. We will also begin to move several courses to 8-week deliveries and determine which other courses may be moved to this shorter time frame as well. For marketing, we will consider potentially holding an annual continuing education credit workshop to expand awareness of the program.

SECTION II: PROGRAM DATA
Program Enrollments

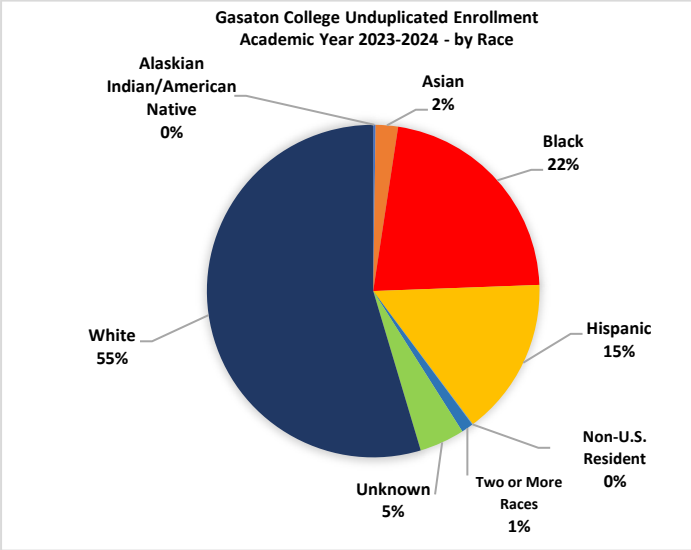
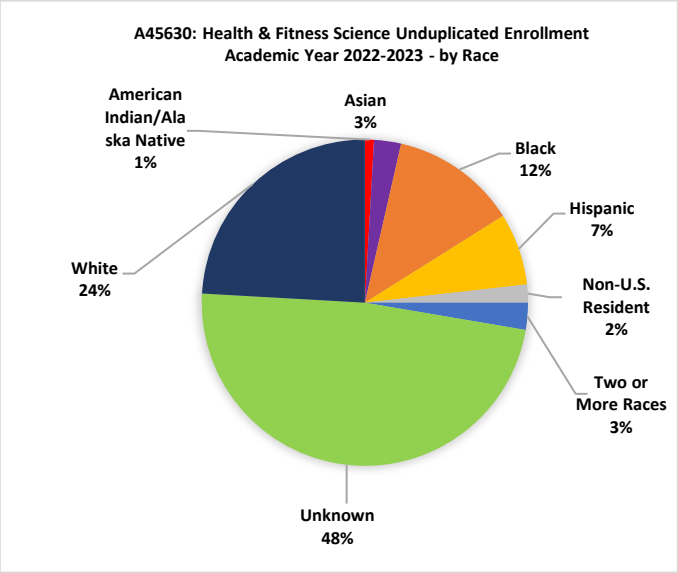
Academic Year 2023-2024 Unduplicated	A45630	C45630	C45630A	C45630B	C45630C	C45630P
American Indian/Alaska Native	0	0	0	0	0	0
Asian	0	0	0	1	1	0
Black	9	0	1	0	0	0
Hispanic	6	1	0	1	0	1
Non-U.S. Resident	1	0	0	0	0	0
Two or More Races	1	1	0	0	0	1
Unknown	17	0	0	9	0	31
White	16	1	2	0	2	9
Grand Total	**50**	4	**3**	**11**	**3**	**42**

Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Our incoming cohort sizes were 13 (2020), 12 (2021), 12 (2022), and 10 (2023). Though we began the academic year with fewer students, we retained 7 into the spring and gained 5 more students. Our curriculum currently recommends a full-time pathway to keep with the intentions of Guided Pathways to Success. Students who opt to stray from the suggested sequence are advised to ensure they complete the HFS courses each semester and to take several general education courses during the summers to complete the program in a timely fashion. Other community colleges with HFS programs within the state follow similar curriculum pathways. Neighboring institutions differ. Cleveland CC no longer has an HFS program. Catawba Valley CC requires more credits (71-71). Central Piedmont CC runs its program through Con Ed and has its students complete a personal training exam that is not as widely accepted as ACE. We are transitioning from an AAS program to a diploma. Once the AAS program has been transitioned out, the diploma curriculum will be structured to be completed within one academic year (Fall, Spring, Summer).
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.	Our program has good diversity, with more students aged 45-64 than the college average. Our program provides an excellent environment for the interaction of all students, which we believe is a strength of ours.

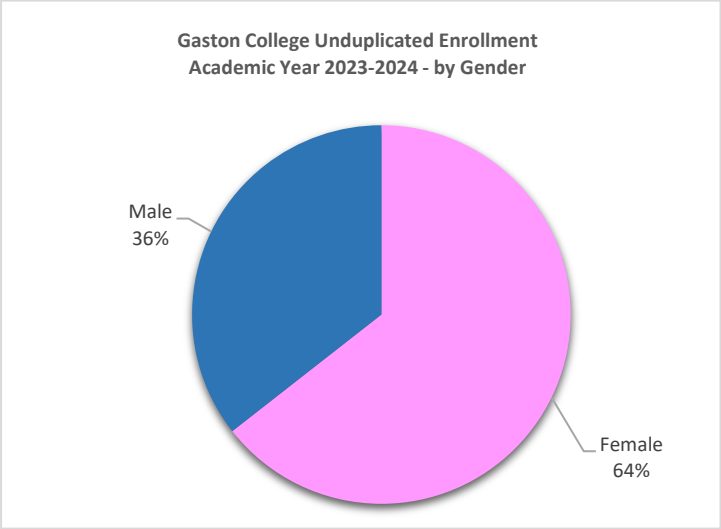
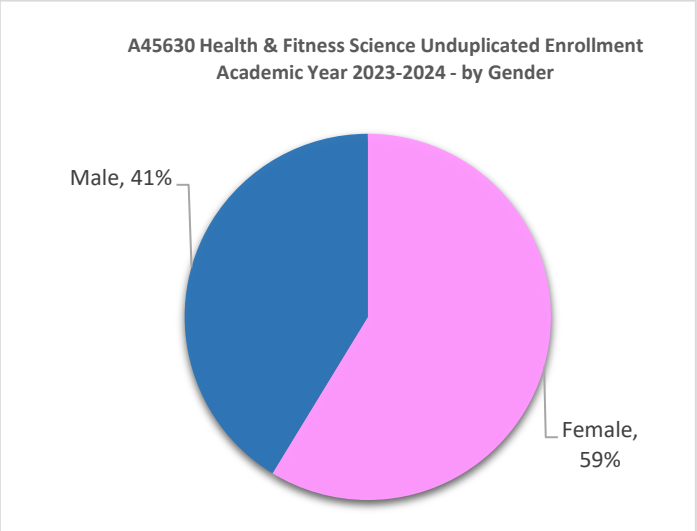
	Explanation/Narrative
(Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A45630 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Health and fitness Science program at GC? Identify strategies for enrollment growth.	We currently have 22 active students (those who have completed or are presently taking an HFS course) in both academic years. Though we have 50 total declared, some are Health Academy students, as well as students who have worked on general education courses and have not completed an HFS course yet. These latter students will help bolster the next first-year cohort. **Cleveland CC** had **32** (new and recurring students for Spring 2024); however, **1** from Lincoln & **8** from Gaston students were from our service area have enrolled in the HFS program at CCC. 1+8 = 9. An opportunity for program growth. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. **Catawba Valley CC** had **0** (new and recurring students for Spring 2024); however, **0** from Lincoln & **0** from Gaston students were from our service area have enrolled in the HFS program at CVCC. No Health and Fitness Science program at CVCC. A possible opportunity for program growth. **Central Piedmont CC** had **18** (new and recurring students Spring 2024); however, **1** from Lincoln & **1** from Gaston totaling **2** students from our service area. 1 + 1 = 2 When reviewing these numbers, determine if the program has effectively marketed the Health and Fitness Science program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

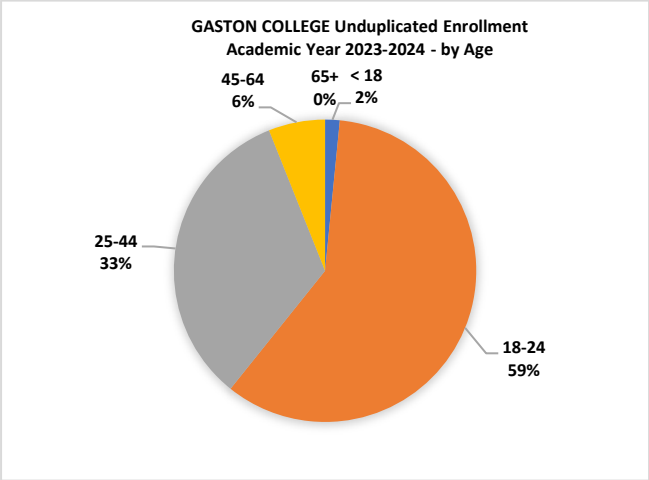
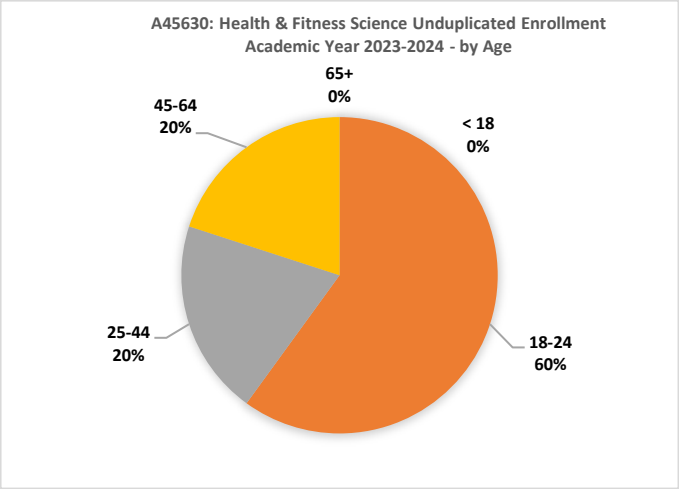
Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Data shows that our program has a greater proportion of unknown demographic students than the college average. Having reviewed the Watermark data for the current first-year cohort, several students did not disclose their race, which would have improved the program's reported diversity. We continue to welcome any and all students interested in our program and accommodate them so they can progress through the program.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Our program currently is very close to the college average and has been for several academic years.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	Our program's traditional student population is almost identical to the college average. However, we do have a more significant 45-64-year-old population. We have had several students in this population wanting to change careers, establish a career in fitness, or use the program for personal enrichment, and this will likely continue into future cohorts.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Health & Fitness	**683**	**45**	**15**	**66.7**	**$260,878.17**
HEA-110	312	11	28	29.3	$114,424.54
HEA-112	36	4	9	3.4	$13,202.83
HFS-110	21	2	11	2.6	$10,268.87
HFS-111	12	1	12	1.9	$7,334.91
HFS-116	24	2	12	3.0	$11,735.85
HFS-118	15	1	15	1.9	$7,334.91
HFS-120	4	1	4	0.5	$1,955.98
HFS-210	4	1	4	0.5	$1,955.98
HFS-212	5	1	5	0.6	$2,444.97

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
HFS-218	3	1	3	0.5	$1,833.73
PED-110	179	11	16	16.8	$65,647.41
PED-117	28	3	9	2.6	$10,268.87
PED-121	22	3	7	2.1	$8,068.40
PED-122	18	3	6	1.1	$4,400.94

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
HEA-110	**57%**	**26%**	**10%**	**2%**	**3%**	**0%**	**0%**	**0%**	**3%**	**0%**	**1%**	**93%**	**95%**	**3.36**	**95%**
Online	52%	28%	11%	2%	4%	0%	0%	0%	3%	0%	1%	91%	93%	3.25	93%
Seated	65%	24%	8%	1%	0%	0%	0%	0%	2%	0%	0%	97%	98%	3.56	99%
HEA-112	**42%**	**28%**	**22%**	**3%**	**6%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**92%**	**94%**	**2.97**	**92%**
Hybrid	39%	30%	22%	4%	4%	0%	0%	0%	0%	0%	4%	91%	96%	2.96	91%
Seated	46%	23%	23%	0%	8%	0%	0%	0%	0%	0%	0%	92%	92%	3.00	92%
HFS-110	**33%**	**38%**	**29%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**5%**	**100%**	**100%**	**3.05**	**100%**
Seated	33%	38%	29%	0%	0%	0%	0%	0%	0%	0%	5%	100%	100%	3.05	100%
HFS-111	**25%**	**25%**	**25%**	**8%**	**8%**	**0%**	**0%**	**0%**	**8%**	**0%**	**0%**	**75%**	**83%**	**2.55**	**82%**
Seated	25%	25%	25%	8%	8%	0%	0%	0%	8%	0%	0%	75%	83%	2.55	82%
HFS-116	**29%**	**38%**	**29%**	**0%**	**4%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**96%**	**96%**	**2.88**	**96%**
Hybrid	46%	23%	23%	0%	8%	0%	0%	0%	0%	0%	0%	92%	92%	3.00	92%
Seated	9%	55%	36%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.73	100%
HFS-118	**53%**	**13%**	**0%**	**0%**	**33%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**67%**	**67%**	**2.53**	**67%**
Online	53%	13%	0%	0%	33%	0%	0%	0%	0%	0%	0%	67%	67%	2.53	67%
HFS-120	**25%**	**75%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.25**	**100%**
Seated	25%	75%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
HFS-210	**50%**	**25%**	**25%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.25**	**100%**
Seated	50%	25%	25%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.25	100%
HFS-212	**40%**	**60%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.40**	**100%**
Seated	40%	60%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.40	100%
HFS-218	**67%**	**33%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.67**	**100%**
Seated	67%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.67	100%
PED-110	**69%**	**14%**	**7%**	**3%**	**2%**	**0%**	**0%**	**0%**	**4%**	**0%**	**1%**	**91%**	**94%**	**3.51**	**94%**
Online	66%	10%	9%	6%	3%	0%	0%	0%	7%	0%	1%	84%	90%	3.39	91%
Seated	74%	19%	5%	0%	1%	0%	0%	0%	0%	0%	0%	99%	99%	3.65	99%
PED-117	**71%**	**14%**	**7%**	**4%**	**4%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**93%**	**96%**	**3.46**	**93%**
Seated	71%	14%	7%	4%	4%	0%	0%	0%	0%	0%	4%	93%	96%	3.46	93%
PED-121	**73%**	**18%**	**5%**	**0%**	**5%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**95%**	**95%**	**3.55**	**95%**
Online	81%	6%	6%	0%	6%	0%	0%	0%	0%	0%	0%	94%	94%	3.56	94%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
PED-122	**67%**	**0%**	**0%**	**6%**	**6%**	**0%**	**0%**	**0%**	**6%**	**17%**	**0%**	**80%**	**87%**	**3.50**	**86%**
Seated	67%	0%	0%	6%	6%	0%	0%	0%	6%	17%	0%	80%	87%	3.50	86%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Our current AAS curriculum is well-designed and utilizes feedback from students in several prior academic years. We reduced the curriculum several years ago to follow GPS recommendations. The success rates for the majority of our courses are higher than the college average. The course with the lowest success rate this past academic year, HFS 118 with 67%, will run for the last time this spring as we transition to a diploma, which will increase the program's overall success rate.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	We critique the program's curriculum each year and have made changes, such as adding HFS 121 and terminating PED 113, to improve students' success and registration. The program will transition to a diploma, the pathway of which was created with intention, as well as the guidance of academic affairs. The program currently has WBLP as a requirement but will remove this once the diploma is active. Program courses delivered at the Health Academy are taught by the same instructors as their traditional sections, using the same material and lesson plans.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Most HFS courses have at least a seated component due to the required labs and hands-on learning. Courses that can run online are delivered in this modality to improve student access and participation, as well as improved enrollment in HEA and PED college-wide. HEA 110 is currently completing QM formatting and should be awarded this spring.
Student Achievement:	Courses with Low Enrollment

	Explanation
What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	• HFS courses were marketed as part of an overall recruitment effort for the program through local community events, such as Crowder's Mountain State Park. Courses with Low Success Rates • The adjunct for HFS 118 was advised to change the assignment load and intensity, but the course will also be removed from the diploma curriculum. Courses with High Withdrawal Rates • Our courses do not have high withdrawal rates. Our faculty does well in reaching out to struggling students and utilizing alerts to increase support.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Our courses result in an average evaluation score of 6.40 for the fall and 6.39 for the spring. Evaluations and student comments are addressed to faculty to show areas for improvement and improve faculty performance.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A45630 Health & Fitness Science	A45630	33%	58%
C45630 Health & Fitness Science – Health and Wellness Coach Certificate	C45630	DNA	100%
C45630A Health & Fitness Science – Group Exercise Instructor Certificate	C45630A	DNA	DNA
C45630B Health & Fitness Science – Foundations of Health & Fitness Science	C45630B	DNA	DNA
C45630P Health & Fitness Science – Foundations of Health & Fitness Science	C45630P	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	Our retention continues to be one of our main focus points. Several of our students transfer to other majors or stop after the first or second semesters. It appears that they may be underestimating how much anatomy, physiology, and science are within the learning material. We also have several students each year struggling in some general education courses, such as BIO 168 and 169, which may be a demotivating factor.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A45630 Health & Fitness Science	**A45630**	1	0	2	3
C45630 Health & Fitness Science – Health and Wellness Coach Certificate	**C45630**	0	0	2	2
C45630A Health & Fitness Science – Group Exercise Instructor Certificate	**C45630A**	0	0	0	0
C45630B Health & Fitness Science – Foundations of Health & Fitness Science	**C45630B**	0	0	0	0
C45630C Health & Fitness Science – Foundations of Health & Fitness Science	**C45630C**	0	0	0	0
C45630P Health & Fitness Science – Foundations of Health & Fitness Science	**C45630P**	0	0	11	11
Grand Total		**1**	**0**	**15**	**16**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A45630 Health & Fitness Science	**A45630**	3	7	4	3
C45630 Health & Fitness Science – Health and Wellness Coach Certificate	**C45630**	5	9	4	2
C45630A Health & Fitness Science – Group Exercise Instructor Certificate	**C45630A**	7	1	5	0
C45630B Health & Fitness Science – Foundations of Health & Fitness Science	**C45630B**	2	5	32	0
C45630C Health & Fitness Science – Foundations of Health & Fitness Science	**C45630C**	0	10	1	0
C45630P Health & Fitness Science – Foundations of Health & Fitness Science	**C45630P**	0	2	9	11
	Grand Total	17	34	55	**16**

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	The A45630 data is correct. However, I am surprised by the certificates. Since they are daughters of the parent program, and all AAS students complete the courses within them, they should be awarded both the C45630 and C45630A certificates. I reached out to Alisa to find out why. Two C45630 eligible students were missed and will be awarded, and C45630A still has aerobics listed as a requirement in the system. I will submit course subs for eligible students to have these awarded. C45630B was built as a track for the Early College within the LSB building. If they are no longer utilizing that track, we can terminate that certificate. We are moving to a diploma, which will be structured to be completed within one academic year. This should improve academic momentum and retention.

Employment Data: Exercise Trainers and Group Fitness Instructors

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	179	1.3%	80	2.1%	$45,400
Lincoln	94	1.0%	45	3.0%	$44,700
***Charlotte**	3,655	1.3%	1,672	2.4%	$49,700

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Fitness Trainers and Instructors

Fitness Trainers and Instructors

PRINTER FRIENDLY

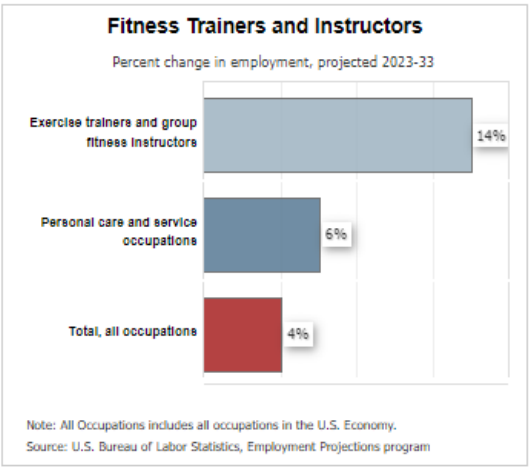
Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

Employment of fitness trainers and instructors is projected to grow 14 percent from 2023 to 2033, much faster than the average for all occupations.

About 73,700 openings for fitness trainers and instructors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.



Employment

Strong demand for exercise trainers and group fitness instructors is expected to continue due to widespread participation in a variety of fitness classes and sizable membership at gyms and recreation centers or studios.

As employers continue to recognize the benefits of health and fitness programs for their employees, incentives to join gyms or other types of health clubs are expected to increase the need for fitness trainers and instructors. For example, some organizations may open their own exercise facilities onsite to promote employee wellness.

Other employment growth will come from the continuing emphasis on exercise to combat obesity and encourage healthier lifestyles for people of all ages. As the share of older Americans grows, more people will likely seek to remain active to help prevent common injuries and illnesses associated with aging.

Participation in yoga and Pilates is expected to continue to increase, driven partly by older adults who want low-impact forms of exercise and relief from arthritis and other ailments.

Employment projections data for fitness trainers and instructors, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Exercise trainers and group fitness instructors	39-9031	350,100	397,700	14	47,500	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm#tab-6

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Help

Exercise Trainers and Group Fitness Instructors

Description: what do they do?

Instruct or coach groups or individuals in exercise activities for the primary purpose of personal fitness. Demonstrate techniques and form, observe participants, and explain to them corrective measures necessary to improve their skills. Develop and implement individualized approaches to exercise.

Also known as:

Aerobics Instructor, Fitness Instructor, Fitness Specialist, Fitness Technician, Fitness Trainer, Group Exercise Instructor, Group Fitness Instructor, Personal Trainer, Private Trainer, Yoga Instructor

Career video

View transcript

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Expected to grow much faster than average

Find job openings

Projected employment

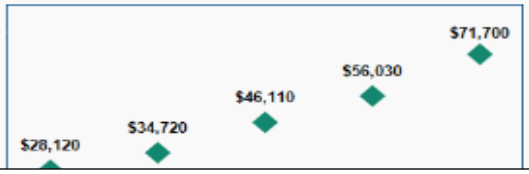
North Carolina	United States
9,030 **2022 Employment**	350,100 **2023 Employment**
11,610 **2032 Employment**	397,700 **2033 Employment**
29% **Percent change**	14% **Percent change**
2,150 **Annual projected job openings**	73,700 **Annual projected job openings**

Compare projected employment

Typical wages

Hourly Wages

Annual wages for Exercise Trainers and Group Fitness Instructors in Charlotte-Concord-Gastonia, NC-SC Metro Area



Education and experience: to get started

People starting in this career usually have:

- **High school diploma or equivalent**
- **No work experience**

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Surgical%20Assistants&onetcode=29-9093.00&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	Most of our students reported on GradCast that they are not currently employed in the field. Several have either gone on to pursue their bachelor's in a related field or expressed interest in doing so in the future. They also have the opportunity to work as self-employed if they so choose. The field is projected to grow ~14% over the next decade.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	There are many reported job availability within our counties, with a projected growth of 2-3%. The fitness and wellness field provides various employment opportunities, including training, group exercise instruction, and health coaching.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	The Health and Fitness Science program provides students with practical experience and essential skills for the fitness and wellness industry. This hands-on approach helps students stand out from other candidates, as many certifications only require a passing score on a written test without any assessment of practical skills. Fitness and wellness continue to be an increasingly in-demand area for employment, and we should continue to see growth as projected by the US Labor Bureau of Statistics. Our WBLP sites serve as both a hands-on experience for our students and a potential employment site or networking opportunity. Leaders from these organizations are also often invited to speak in our classes to program students. Our advisory committee recommends working with area high schools more, though I informed them we have tried in the past with limited results. Instead, we sent posters highlighting our program to be displayed in physical education areas and counseling departments.
Uniqueness: What do we do that sets us apart from neighboring institutions?	We have great success in preparing our students for the ACE CPT examination and provide hands-on skills and experience with training clients in our HFS 210 lab. Our program is attractive to students who may not want to spend four years

	Explanation
How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	at a baccalaureate-granting institution or pay the higher tuition. The program is also a great gateway to inspiring students to seek a 4-year degree if they wish. Both Dr. Martineau and I have spread awareness of the program in several community events and high-traffic areas, such as Crowders Mountain State Park. We are also seeking to host an ACE CEU workshop annually to bring local professionals and students onto campus and increase awareness of the program. Our students' participation in the warm-up at the Stamped for Student Success annually is also an excellent means of raising in the community.

SECTION IV: CONNECTION
Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Health and Fitness Science (45630)	22.41	24.72	30.66	30.81	33.94

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Health and Fitness Science	$314,121.70	66.1	$258,433.20	($55,688.50)	33.9	$132,615.11	($181,506.60)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	We have improved our FTE over several academic years and have cut spending to improve revenue-cost. We will continue to focus on improving enrollment and retention and decreasing purchases as much as possible.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	Our WBLP sites, the annual Health Fair on campus, and Crowders Mountain State Park recruiting events.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	Although the HFS program is not accredited, the American Council on Exercise, whose certification exam and instructional material are utilized throughout our program, is.

Curriculum Map - A45630 Health & Fitness Science

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

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

Program Learning Outcomes - A45630 Health & Fitness Science

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate competency and knowledge of kinesiology and exercise physiology.	The overall grade in HFS 110 – Exercise Science.	On average, students will earn at least 86% for this course.	**Fall 2023** Mean: 86% Range: 69 - 104% n: 10	We met our goal of 86% for the overall course average.	The addition of formative, ungraded quizzes can help students identify gaps in knowledge needing addressing prior to graded quizzes.	I have utilized attendance alerts more this semester and saw some improvements for students who had issues. We also have seen benefits in utilizing the study companion in this course for their preparation for other courses.	The question pools will be increased for quizzes so that we can add a formative quiz prior to the summative quizzes.
2	Demonstrate, instruct, and administer proper exercise testing methods.	Students will design and administer a fitness assessment test using standard American Council on Exercise	On average, students will earn at least 92% on this assignment in HFS 111 – Fitness and Exercise Testing.	**Spring 2024** Mean: 78% Range: 0-100% n: 11	Without including the one student who did not submit the assignment, the average would have been 95%, which would	Having students work on the assignment earlier and require submission for feedback prior to the practice day will help improve	Having a practice day for the assessments has helped students design better protocols.	To improve student outcomes for the assignment, we will require the submission of the intended assessment before the practice day for feedback and to decrease lack of

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		protocols, graded as an assignment.			have met our goal.	preparation and avoid a student not submitting the assignment.		preparation by a student.
3	Design, plan, and lead individual and group exercise programs.	Students will be evaluated in HFS 210 – Personal Training on their performance training their client in the lab. Students will design and lead a timed group exercise class sequence in HFS 120 – Group Exercise Instruction.	On average, students will earn at least 90% on this assignment. On average, students will earn at least 90% on this assignment.	**Spring 2024** Mean: 100 Range: 100-100% n: 4 **Spring 2024** Mean: 86 Range: 80 – 89% n: 4	Students did very well this semester on the assignment. This was one of our stronger 2nd-year cohorts. The assignment provides an excellent experience for students and helps strengthen their confidence when leading large groups.	A rubric need to be created to better detail the individual components of the portfolio. The students were not as strong as previous cohorts, as many were either more introverted than in the past and one did not prepare as much as they should have.	Changing session times helped improve participants' access to the clinic. Also, having the instructor act as each student's next client allows them to practice their intended training plan prior to training the client helped tremendously. An indirect improvement was seen, as the students'	The creation of a detailed portfolio rubric. We will continue to look for and invite more guest aerobics instructors and provide more than one attempt at their presentation.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
							experience of working with PowerPoint in another class helped them when using the software in this one.	
4	Demonstrate competency in the knowledge, skills, and abilities to be a successful and proficient personal trainer.	Students will successfully pass the American Council on Exercise's Certified Personal Trainer Examination (CPT).	All students will pass this examination, with at least 85% doing so on their first attempt.	**Spring 2024** 100% pass rate 50% first-time pass rate n: 4	Our pass rate remains at 100% for the past seven consecutive years.	To have the students purchase the practice exams at the beginning of the semester. Many postponed their purchase.	We focused more on completing important quizzes and exams from previous core courses. Also, having the students complete most of the study companion prior to this course helps both prepare them and decreases their workload for the course.	We will require the students to purchase the practice exams from the American Council on Exercise without excuse.
5	Demonstrate competency and knowledge of	Overall grade in HFS 118 – Fitness Facility Management.	On average, students will earn at least	**Spring 2024** Mean: 93 Range: 83 – 1008	We surpassed the goal of 85%.	Several students have expressed confusion about	A site visit has helped students better understand how	We will improve directions on some assignments and potentially decrease

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	fitness facility management.		85% in HFS 118.	n: 10		some assignments.	facilities are managed.	overall assignments as students find this course to be more difficult than needed, given that it is supplementary to the personal training curricula.

Program Review – A45380 Human Services Technology

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Dana Rudisill
Program Code(s)/Name(s): Human Services Technology
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45380 Human Services Technology**
- **A4538E Human Services Technology – Addiction and Recovery Studies**
- **D45380 Human Services Technology – Diploma**
- **C45380A Human Services Technology – At-Risk Youth Certificate**
- **C45380C Human Services Technology – Gerontology Certificate**
- **C45380 Human Services Technology – Certificate**

SECTION I: EXECUTIVE SUMMARY

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

- ***Strengths:***

Gaston College ranks 7th out of 38 Community Colleges offering the Human Services Technology program.
Gaston College offers two Scholarships, *Remembering Austin Memorial Annual Scholarships.*
Human Services Technology enrollment increased from -3% in Fall 2022 to 35% in Fall 2023.
All classes are offered online including HSE 123 and HSE 225, providing students with flexible scheduling options.

- ***Areas for Improvement:***

4% of the students enrolled take more than 16 credit hours, a 1% increase from Fall 2022.
19% of the students enrolled take 12 to 16 credit hours, a 5% decrease from fall 2022.

53% of enrolled students are taking 6 to 11 credit hours, marking a 19% increase from Fall 2022. Meanwhile, 25% of students are enrolled in fewer than 6 credit hours, reflecting a 14% decrease from the previous fall. This decline in students taking fewer than 6 credit hours could be a contributing factor to the 19% increase in enrollment among those taking 6 to 11 credit hours.

- ***Needs:***

Continue to explore CCP programs.
Explore Early College program. Consider implementing an Early College program that offers an Associate of Applied Science (AAS) degree rather than a college diploma. Allowing students to graduate with an AAS in four years could be a more appealing and motivating option.

- ***Actions:***

Implement the new curriculum State Alignment Project for Fall 2025.

SECTION II: PROGRAM DATA

Program Enrollments

Academic Year 2023-2024 Unduplicated	A45380	A4538E	D45380	C45380	C45380A	C45380BP	C45380C
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	1	0
Black	22	4	2	4	5	3	1
Hispanic	8	1	1	2	1	7	3
Native Hawaiian/Other Pacific Islander	0	1	0	0	0	0	0
Non-U.S. Resident	0	0	0	0	0	0	0
Two or More Races	3	0	0	0	0	2	0
Unknown	15	0	0	0	0	30	0
White	21	24	4	7	5	22	4
Grand Total	**69**	**30**	**7**	**13**	**11**	**65**	**8**

Entry – Program Enrollment

	Explanation/Narrative
<u>Enrollment Analysis</u>: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses?	The program has increased in enrollment from 2022-2023, as reflected in the most recent data above. At this time the full-time and part-time pathways have not been updated. However, they have been reviewed, and in Fall 2025 a new curriculum program will be implemented. The Human Services program is dedicated to delivering an exceptional education and experience for our students. Through ongoing review and evaluation, we are focused on aligning our full-time pathway more closely with student needs. While we currently do not offer a part-time pathway, we are committed to exploring new opportunities to expand options in the future, especially with the new curriculum realignment. Compared to neighboring institutions, the program hours at Gaston College are lower. While courses are similar across institutions, others offer more course options. For instance, GC students take biology in place of math, office applications instead of computer courses, and complete fewer sociology courses than students in comparable programs. With the State realignment curriculum changes will be implemented in Fall 2025.

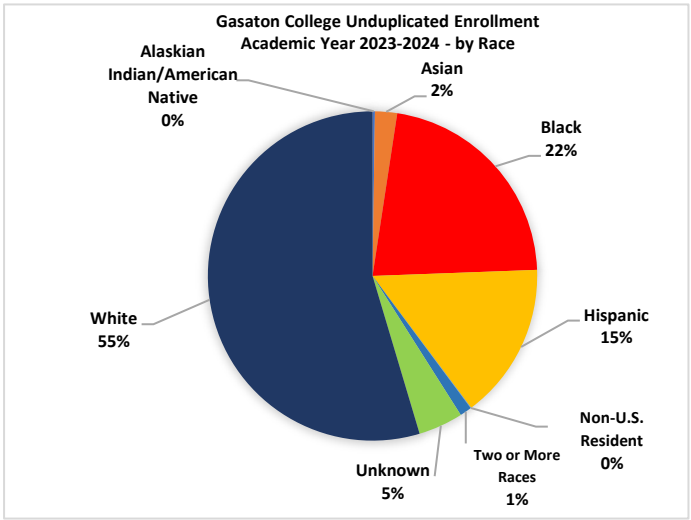
	Explanation/Narrative
What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	To improve enrollment and enhance the program for our students, several strategies will be implemented: 1. **Enrollment Growth**: Our Human Services Technology program has recently undergone a name change to *Social and Human Services*. This rebranding aims to reach a broader pool of prospective students by better reflecting the diverse skill sets and career paths available within the field. Alongside this change, we are expanding our partnerships with local high schools and community organizations to build awareness and interest in the program, ensuring that students understand the range of impactful career opportunities available to them. 2. **Program Improvement**: Regular feedback from students and faculty refines the curriculum and support services continuously. We are also incorporating more hands-on learning experiences through Blackboard courses, including Work-Based Learning and community-based projects, to enhance the practical skills students gain. 3. **Course Offerings**: In response to industry trends, new elective courses are being developed to provide more specialized knowledge in the key subject areas. A full review of the curriculum is in progress to identify gaps and ensure course options are aligned with academic and career pathways. The revised course offerings will be included in the Fall 2025 curriculum.
<u>Enrollment Analysis</u>: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A45380 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Human Service Technology program at GC? Identify strategies for enrollment growth.	To support underserved populations and encourage non-traditional enrollments, we implement several targeted strategies: **Community Partnerships**: We collaborate with local organizations, high schools, and community centers to build awareness about the program and its relevance to a broad range of career paths, especially for those who may not typically pursue human services. **Flexible Learning Options**: Recognizing that many non-traditional students juggle multiple responsibilities, we offer flexible online courses, making it more accessible for working adults and caregivers to participate. S**cholarship and Financial Aid Resources**: To alleviate financial barriers, we provide guidance on accessing scholarships, grants, and other financial aid resources specifically supporting underserved and non-traditional students. **Mentorship and Support**

	Explanation/Narrative
	Programs: We have mentorship initiatives that connect with students, offering guidance and a support network. Support programs include Student Ambassadors, Student Government Association (SGA) programs, Community Resource Finder, Counseling and Career Services, Emergency Assistance Funding, Food Bank, Men of Excellence, Student Outreach Services (SOS), Success Coaches, TRiO, and Upward Bound. The Gaston College library has many electronic and print resources available for students to be able to adequately research and learn for their online courses. Program retention outreach includes face-to-face, telephone, and email contacts through Watermark. C**areer-Focused Learning**: Through our Work-Based Learning program, students gain hands-on experience while earning college credits, which helps to attract individuals seeking career advancement or transitions into the human services field. These strategies are central to our mission of supporting a diverse student body and ensuring all students have the resources and flexibility needed to succeed in Social and Human Services. **Cleveland CC** had **0** (new and recurring students for Spring 2024); however, **0** students from Lincoln & **0** from Gaston our service area have enrolled in the HST program at CCC. An opportunity for program growth. The program is exploring the possibility of seeking permission from Cleveland Community College to connect with students in the county and share information about our program through a targeted marketing campaign. Before proceeding, this initiative would need to be reviewed and discussed with the Allied Health Team. **Catawba Valley CC** had **23** (new and recurring students for Spring 2024); however, **3** students from Lincoln & **0** students from Gaston our service area have enrolled in the HST program at CVCC. No Human Service Technology program at CVCC. 3 + 0 = 3 A possible opportunity for program growth. **Central Piedmont CC** had **98** (new and recurring students Spring 2024); however, **0** students from Lincoln & **5** students from Gaston totaling **5** students from our service area. 0 + 5 = 0 When reviewing these numbers, determine if the program has effectively marketed the Human Service Technology program to students in and around our service area counties.

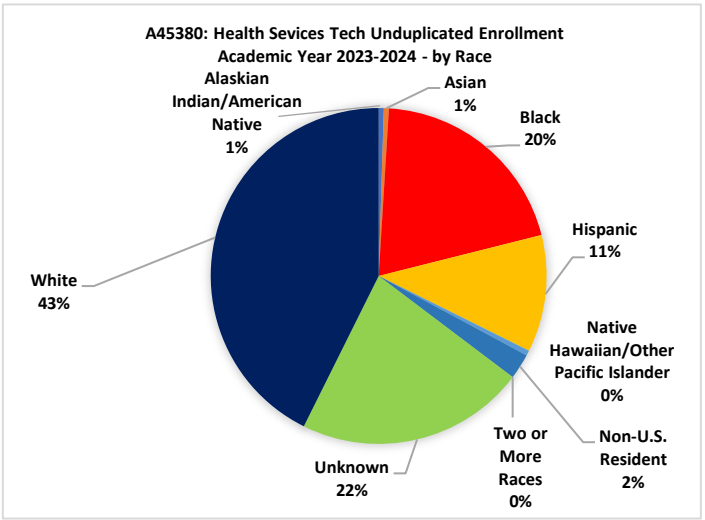
	Explanation/Narrative
	The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC. Several factors may contribute to the low enrollment of students in Lincoln and Gaston counties in the Human Services Technology program at GC: **Limited Awareness**: Students and community members may not be fully aware of the career opportunities available through the Human Services Technology program. **Perceptions of the Field**: There may be a misconception that human services careers are limited in scope or financial viability, deterring potential students from considering it a career path. **Competing Interests**: Students might opt for other programs that are perceived as offering more lucrative or immediate job prospects, particularly in fields like healthcare, business, or technology. **Accessibility and Scheduling**: Non-traditional or working students may find it challenging to fit into their schedules.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024



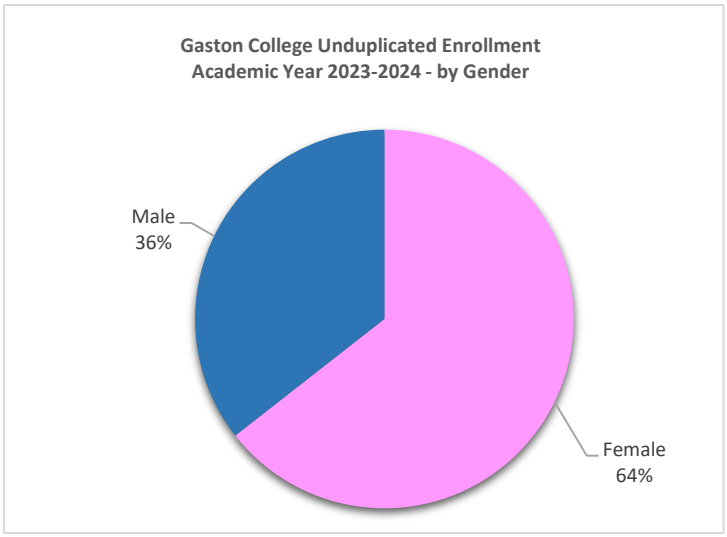
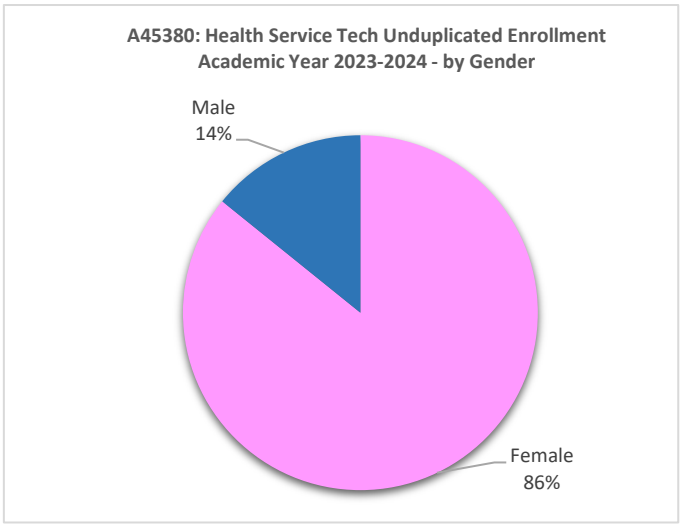
Program – Demographics 2023-2024



Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example,	College wide: 5% Unknown Human Services: 22% Unknown College wide: 22% Black Human Services: 20% Black

explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	This significant disparity suggests potential issues with data collection or reporting within the Human Services program. Addressing this could provide clearer insights into the representation and effectiveness of outreach and support strategies. The gap might indicate that a substantial portion of students' racial/ethnic data is not being captured, which could mask trends and impact targeted support and retention efforts. Our outreach efforts may involve forming partnerships with community organizations that primarily support Black and underserved populations to build trust and engagement. We could also host informational sessions to showcase the relevance and support systems of the Human Services program. Such practices align with effective strategies for enhancing diversity and retention in specialized college programs. By focusing on these areas, the demographic composition of the Human Services program could better reflect that of the broader college population.

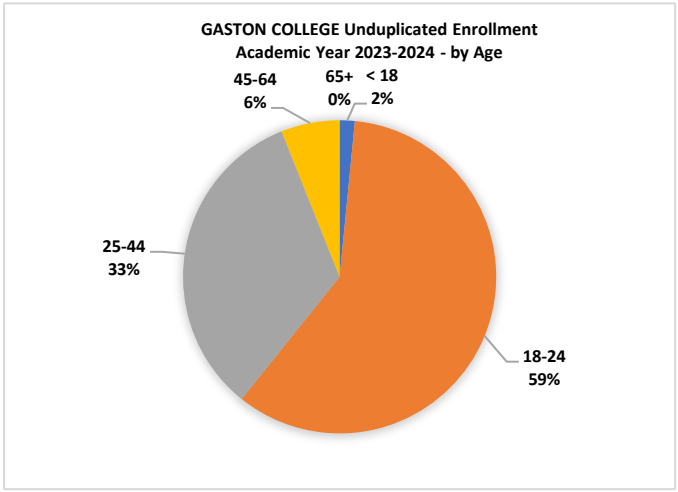
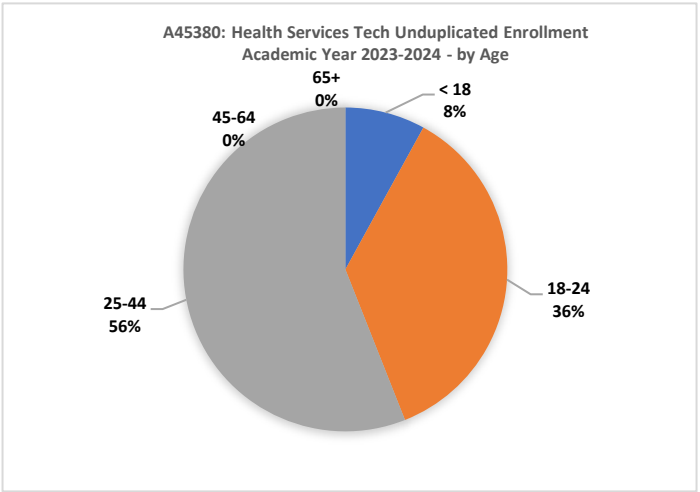
<u>Demographic Enrollment Analysis by Gender:</u>

College Wide – Demographics 2023-2024	**Program – Demographics 2023-2024**
	

<u>Demographic Enrollment Analysis by Gender</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout.	The Social and Human Services program is encouraged by the increase in male enrollment from 10% in Fall 2022 to 11% in Fall 2023. This shift reflects our ongoing efforts to create a more inclusive and diverse learning environment. The Human Services program has a significantly larger proportion of female students (86%) compared to the college-wide average of 64%. Conversely, the male representation in the program (14%) is much lower than the

Discuss program actions to enroll and retain underserved students or special population students.	college-wide average of 36%. This indicates that the gender distribution in the Human Services program is more skewed toward female students compared to the college's overall student body. The substantial gender gap in the Human Services program suggests that it may be more appealing to or better aligned with the interests and career goals of female students. However, this imbalance also signals the need to assess whether the program could enhance its appeal and support for male students to create a more balanced enrollment. These actions could help bridge the gender gap in the Human Services program, supporting the recruitment and retention of male students to create a more balanced and diverse learning environment: 1. **Showcase Male Role Models**: Highlight the achievements of successful male graduates or professionals in human services through guest lectures, webinars, or alumni stories. These initiatives can provide relatable role models and inspire potential male students by showing them tangible career paths and successes in the field. 2. **Support Groups and Mentoring**: Coordinate with our Gaston College mentorship programs and support networks to tailor the male students, connecting them with peers or experienced professionals. These initiatives can offer valuable guidance, foster a sense of belonging, and help male students navigate their academic and career journeys effectively.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The **Human Services program** exhibits significant differences in age distribution when compared to the overall college demographics: • **Under 18**: The Human Services program has 8% of students under 18, which is higher than the college-wide average of 2%. This indicates that the program attracts a relatively larger proportion of younger, potentially dual-enrollment or early-start students. • **Ages 18 to 24**: The program has a lower proportion (36%) compared to the college-wide average of 59%. This suggests that traditional college-age students are underrepresented in the program. • **Ages 25 to 44**: The Human Services program shows a substantially higher proportion (56%) compared to the college-wide average of 33%. This reflects a strong presence of non-traditional, adult learners who may be seeking career changes or additional qualifications. Overall, the **Human Services program** attracts a higher proportion of students under 18 and adult learners aged 25 to 44, while it has fewer students in the 18 to 24 age group compared to the college average. The following targeted initiatives aim to attract and retain adult learners (ages 18 to 24 years old) by creating a supportive, career-oriented learning environment that values their unique backgrounds and needs. **Flexible Course Offerings**: Continue to enhance the range of online course options to provide greater flexibility. This strategy

	allows working adults and those with family obligations to continue their education without compromising other responsibilities, promoting continuous learning and increasing accessibility. Renaming the program to **Social and Human Services** can better resonate with students aged 18 to 24 by emphasizing the broad and meaningful career paths within this field. This name highlights the combination of social impact and direct human services, which can appeal to students who seek a purpose-driven career. **Career Path Promotion**: Enhance outreach efforts by showcasing the diverse and impactful career options available in social and human services. Use campus events and digital campaigns to illustrate the real-world applications and rewarding nature of these careers, making the program more appealing to younger students. **Peer Ambassador Programs**: Consider implementation of a peer ambassador initiative where current students share their firsthand experiences and discuss the advantages of the program. This peer-to-peer approach can make the program more relatable and engaging for the 18 to 24 age group, helping to build interest and trust among prospective students.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Human Services	**287**	**21**	**14**	**31.3**	**$122,370.69**
DDT-110	7	1	7	0.7	$2,567.22
GRO-120	7	1	7	0.7	$2,567.22
GRO-150	5	1	5	0.5	$1,833.73
HSE-110	63	2	32	7.9	$30,806.61
HSE-112	25	1	25	2.3	$9,168.63
HSE-123	31	2	16	3.9	$15,158.81
HSE-125	29	1	29	3.6	$4,180.82
HSE-210	15	1	15	0.9	$3,667.45
HSE-212	12	1	12	1.1	$4,400.94
HSE-220	11	1	11	1.4	$5,378.93
HSE-225	26	1	26	2.4	$9,535.38
HSE-227	4	1	4	0.4	$1,466.98
SAB-110	8	1	8	0.8	$2,933.96
SAB-120	4	1	4	0.4	$1,466.98
SAB-125	5	1	5	0.6	$2,444.97
SAB-135	16	1	16	1.5	$5,867.93

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
SAB-210	11	1	11	1.4	$5,378.93
SAB-220	5	1	5	0.6	$2,444.97
SAB-240	3	1	3	0.3	$1,100.24

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
DDT-110	**0%**	**57%**	**14%**	**14%**	**0%**	**0%**	**0%**	**0%**	**14%**	**0%**	**0%**	**71%**	**86%**	**2.50**	**83%**
Online	0%	57%	14%	14%	0%	0%	0%	0%	14%	0%	0%	71%	86%	2.50	83%
Seated	**68%**	**15%**	**9%**	**3%**	**3%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**91%**	**94%**	**3.45**	**94%**
GRO-120	**43%**	**43%**	**0%**	**14%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**86%**	**100%**	**3.14**	**86%**
Online	43%	43%	0%	14%	0%	0%	0%	0%	0%	0%	0%	86%	100%	3.14	86%
GRO-150	**80%**	**0%**	**20%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.60**	**100%**
Online	80%	0%	20%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.60	100%
HSE-110	**16%**	**17%**	**10%**	**5%**	**5%**	**0%**	**0%**	**0%**	**48%**	**0%**	**2%**	**43%**	**48%**	**2.67**	**82%**
Seated	16%	17%	10%	5%	5%	0%	0%	0%	48%	0%	2%	43%	48%	2.67	82%
HSE-112	**44%**	**16%**	**24%**	**0%**	**0%**	**0%**	**0%**	**0%**	**16%**	**0%**	**0%**	**84%**	**84%**	**3.24**	**100%**
Seated	44%	16%	24%	0%	0%	0%	0%	0%	16%	0%	0%	84%	84%	3.24	100%
HSE-123	**16%**	**39%**	**10%**	**13%**	**3%**	**0%**	**0%**	**0%**	**19%**	**0%**	**0%**	**65%**	**77%**	**2.64**	**80%**
Online	16%	39%	10%	13%	3%	0%	0%	0%	19%	0%	0%	65%	77%	2.64	80%
HSE-125	**24%**	**28%**	**10%**	**3%**	**0%**	**0%**	**0%**	**0%**	**34%**	**0%**	**7%**	**62%**	**66%**	**3.11**	**95%**
Online	24%	28%	10%	3%	0%	0%	0%	0%	34%	0%	7%	62%	66%	3.11	95%
HSE-210	**13%**	**33%**	**27%**	**7%**	**7%**	**0%**	**0%**	**0%**	**13%**	**0%**	**0%**	**73%**	**80%**	**2.46**	**85%**
Online	13%	33%	27%	7%	7%	0%	0%	0%	13%	0%	0%	73%	80%	2.46	85%
HSE-212	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**8%**	**100%**	**100%**	**4.00**	**100%**
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	8%	100%	100%	4.00	100%
HSE-220	**18%**	**45%**	**9%**	**0%**	**0%**	**0%**	**0%**	**0%**	**27%**	**0%**	**0%**	**73%**	**73%**	**3.13**	**100%**
Online	18%	45%	9%	0%	0%	0%	0%	0%	27%	0%	0%	73%	73%	3.13	100%
HSE-225	**12%**	**31%**	**15%**	**4%**	**4%**	**0%**	**0%**	**0%**	**35%**	**0%**	**0%**	**58%**	**62%**	**2.65**	**88%**
Online	12%	31%	15%	4%	4%	0%	0%	0%	35%	0%	0%	58%	62%	2.65	88%
SAB-110	**25%**	**0%**	**0%**	**13%**	**13%**	**0%**	**0%**	**0%**	**50%**	**0%**	**0%**	**25%**	**38%**	**2.25**	**50%**
Online	25%	0%	0%	13%	13%	0%	0%	0%	50%	0%	0%	25%	38%	2.25	50%
SAB-120	**25%**	**50%**	**0%**	**25%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**75%**	**100%**	**2.75**	**75%**
Online	25%	50%	0%	25%	0%	0%	0%	0%	0%	0%	0%	75%	100%	2.75	75%
SAB-125	**20%**	**20%**	**60%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**2.60**	**100%**
Online	20%	20%	60%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.60	100%
SAB-135	**69%**	**6%**	**6%**	**0%**	**0%**	**0%**	**0%**	**0%**	**19%**	**0%**	**0%**	**81%**	**81%**	**3.77**	**100%**
Online	69%	6%	6%	0%	0%	0%	0%	0%	19%	0%	0%	81%	81%	3.77	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
SAB-210	**36%**	**9%**	**18%**	**0%**	**0%**	**0%**	**0%**	**0%**	**36%**	**0%**	**0%**	**64%**	**64%**	**3.29**	**100%**
Online	36%	9%	18%	0%	0%	0%	0%	0%	36%	0%	0%	64%	64%	3.29	100%
SAB-220	**40%**	**40%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**20%**	**0%**	**20%**	**80%**	**80%**	**3.50**	**100%**
Hybrid	40%	40%	0%	0%	0%	0%	0%	0%	20%	0%	20%	80%	80%	3.50	100%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Currently, the selection and sequencing of courses, including general education and elective courses, do not fully support a logical progression. For example, foundational courses such as Biology and English are not consistently positioned in the first semester or year, which can lead to gaps in students' skill development as they advance through the program. However, with the planned curriculum of the State alignment for Fall 2025, the program aims to better integrate general education courses alongside core courses. This alignment will ensure that essential subjects like English and Biology are taken early, providing students with the foundational skills necessary for success in subsequent, more specialized courses. This change will support a more cohesive and supportive learning journey, helping students build competencies in a logical sequence and better prepare them for the demands of their core human services studies.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?	Yes, the Social and Human Services program has undergone a review of its core course requirements and total credit hours within the past two years. With the upcoming changes set for Fall 2025, the program's total credit hours will be reduced from 67 to 65. This revision aims to streamline the curriculum while maintaining comprehensive education in social and human services. Significant curriculum changes are indeed expected over the next two years. These adjustments are driven by the State Alignment program, which mandates that the new curriculum be in place by Fall 2025 to meet state requirements. This alignment will likely ensure that general education and core courses are better integrated, enhancing the program's structure and educational outcomes. The Social and Human Services program continues to offer practical, hands-on learning experiences through courses

	Explanation
	such as WBL 111, WBL 121, and WBL 125. Notably, WBL 115 has been removed from the new alignment program to reduce the total credit hours, with its essential assignments now integrated into WBL 125 to ensure a well-rounded learning experience in the associate degree. Additionally, the WBL department plans to collaborate closely with the program lead to enrich WBL 111 and WBL 121 with more meaningful assignments, enhancing the practical training component of the program. Faculty Training and Qualifications: Faculty teaching in CCP Pathways is required to meet the same qualification standards as those teaching on the college campus. This ensures that instructors possess the necessary credentials and subject matter expertise to deliver high-quality instruction. Standardized Curriculum: The curriculum taught in CCP Pathways is aligned with the college's course outlines and learning objectives. This ensures that students receive instruction that meets the same academic standards and covers the same material as the courses offered on campus. Consistent Assessment Methods: Faculty use similar assessment tools, exams, and grading rubrics as those employed in the college campus program. This helps maintain consistent expectations and ensures that students in CCP Pathways are evaluated with the same rigor. Faculty Collaboration: Faculty members teaching in CCP Pathways collaborate with their college campus counterparts to share resources, teaching strategies, and feedback. This ongoing communication supports consistency in instructional quality and course delivery. By implementing these measures, the Social and Human Services program can ensure that CCP Pathways maintain the same quality and rigor as the courses offered on the college campus, providing high school students with a true college-level learning experience.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	The program selects the most effective delivery methods by assessing course success rates, incorporating student feedback, and analyzing key metrics such as completion rates, grades, and student surveys. Notably, SAB 110 experienced the highest drop rate at 50%, attributed to the course's heavy assignment load. This issue is currently under review as part of the upcoming curriculum alignment revisions. HSE 110 experienced a 48% drop rate, primarily

	Explanation
	because it serves as an introductory course for both high school and adult students to assess their interest in the Social and Human Services program. Acting as a gatekeeper course, it helps students determine whether the program aligns with their career goals. Many students initially underestimate the course, expecting it to be straightforward, but are often surprised by its focus on mental health. The class requires significant self-analysis and reflection on one's own mental health, which can be more challenging and demanding than students anticipate. HSE 110 is under reviewed according to QM's rigorous rubric, which focuses on course objectives, assessment alignment, engagement, and accessibility. However, faculty are encouraged to participate in ongoing professional development, including workshops and certification programs related to online and hybrid instruction. This ensures they remain up-to-date with current trends and technologies in education.
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Courses with Low Enrollment • The **Human Services Technology program** has been revised and rebranded as **Social and Human Services** to enhance its appeal and align with current market trends and student interests. This modernization includes not only the program's new name but also updated course content that reflects the latest industry trends. Additionally, program descriptions have been adjusted to highlight career outcomes and job placement rates, making the program more relevant and attractive to prospective students. Courses with Low Success Rates • With the new curriculum alignment, the program will ensure that course content and expectations are consistent and aligned with students' foundational knowledge. This process has involved revising the course sequence to place general education and core courses in a logical order. By structuring the curriculum in this way, students can develop essential skills at the beginning of their academic journey, equipping them for more advanced topics and coursework as they progress through the program. Courses with High Withdrawal Rates • To address high withdrawal rates in program courses, the following strategies will be implemented as part of the new curriculum. This will be an ongoing effort, as the program also plans to integrate Online Educational Resources (OER) in place of traditional textbooks.

	Explanation
	• **Course Load and Assignment Review**: Evaluate and adjust the workload and assignment complexity in courses with high withdrawal rates. This includes balancing the rigor of assignments to make them challenging yet manageable, ensuring that students do not feel overwhelmed. • **Enhanced Student Support Services**: Continue to increase the availability of academic support, such as tutoring, study sessions, and supplemental instruction. Providing students with more resources can help them stay engaged and handle difficult material. • **Improved Orientation and Advising**: Strengthen orientation programs and academic advising to better prepare students for the expectations of specific courses. • **Continue with the Early Alerts and Intervention Systems**: Improve implementing early warning alerts to track student performance and engagement throughout the semester. Encourage faculty to focus on this data to identify at-risk students and connect them with support services before they choose to withdraw. • **Interactive and Engaging Course Design**: Redesign courses to include interactive learning methods such as group projects, case studies, and multimedia resources. Engaging course formats can help maintain student interest and motivation. • **Regular Student Feedback**: Collect feedback from students to understand the reasons behind high withdrawal rates and make necessary course adjustments based on their insights. These strategies aim to reduce withdrawal rates by creating a supportive and adaptable learning environment that meets students' academic and personal needs.
<u>Evaluation</u>: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	**HSE 110 Fall 2023/Spring 2024:** The Positive Statements: • Organized, well structured activities. • Communication was a strong suit; she was quick to respond to any questions or concerns. • She shows genuine concern when something is wrong • Very reasonable with late work and emails you back in a timely manner if you have questions about something • I think that one of the main strengths of this instructor is her reliability in posting announcements. There are pretty regular

	Explanation
	announcements left in blackboard that help me keep up to date with the • course. • She does a great job posting announcements and telling us when things are due. • Her feedback on our assignments was very clear and direct and she also gave us more information in our feedback to help us better understand the goal of the assignment. • The instructor gives good feedback to the work I do and provides me with advice or corrections for a mistake made or something that I may overthink or overlook. • Provides positive feedback on assignments, timely in email response, willingness to help, offers good advice on how to succeed • She is a caring instructor who wishes for success for all of her students. • Communicates very well keeping students updated on their progress • Communication The Negative Statements: • Too many assignments in a short period of time. • The only thing I would want to be different is getting my grades for my assignments sooner so I could know how well I've done or not done. Some assignments allow multiple attempts, and if my first attempt was not successful, I would like an opportunity to retake it before the due date. • One weakness I can think of for the instructor is her availability. I believe I only emailed her once during the course but when I did it took a while for me to get a response. This wasn't a huge deal • but it was something I noticed that could cause issues in some situations. • She isn't good at grading things on time, but I feel it's because there are a lot of students in this course for her to grade it on time. • As of right now, I believe that I cannot give that information because I am very happy with my instructor. • Sometimes I feel that the grading in this course can be slightly slower than I'd like it to be, and some of the instructions on questions and tests can be a bit blunt and indirect but I'm still able to • understand overall. • None. • N/A • None

	Explanation
	• she doesn't respond to emails fast enough **HSE 123 Fall 2023/Spring 2024:** The Positive Statements: • Response time. • She is always on top of things! • Organization • Allows late work and replies to emails quickly. • Easy to work with • Mrs. Rudisill is very supportive and knowledgeable. • She's kind. • She is a very good instructor. She has a lot of patience. If i need help with assignment she explains it and helps me to understand. • Always being there to help when you need it • very good professor we need more people like her • Teaching content. • She is dedicated to her students and the human services program The Negative Statements: • How long we are given to complete assignments. • Responding • I would like to see my grades sooner on my assignments to determine if I should retake it to receive a better grade. • none • Constructive response to confusion. • Communication and clear instructions. • N/A **HSE 225 Fall 2023:** The Positive Statements: • She really tries to engage with her students. She emails you to motivate them. Her assignments are clear and concise. She responds in a timely manner. The Negative Statements: • None Student feedback is actively used to enhance the course by identifying areas where adjustments can create a more engaging and effective learning experience. Based on feedback, we evaluate the workload to ensure assignments are challenging yet manageable, potentially restructuring tasks to foster deeper learning. With the revision of classes, the workload of assignments will be reviewed to potentially expand assignments or incorporate smaller tasks into more comprehensive projects. Additionally, revising assignment instructions for clarity and detail may help avoid misunderstandings. Holding brief Q&A sessions before major assignments might also help clarify expectations.

	Explanation
	According to Gaston College and program policy, emails are typically answered within 24 business hours; however, occasional oversights may occur due to human error. Communication concerns highlighted by students will be explored and for classes with larger student numbers, utilizing a student support platform could aid in managing high volumes of communication. Additionally, feedback on timing and expectations informs the scheduling of Q&A sessions before major assignments, giving students a chance to address questions upfront. By incorporating these insights, we continuously adapt the course to better meet students' needs and improve their overall educational experience. A detailed schedule is provided to students at the start of the semester to support effective time management.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A4538E Human Services Technology – Addiction and Recovery Studies	**A4538E**	100%	50%
A45380 Human Services Technology	**A45380**	33%	50%
D45380 Human Services Technology – Diploma	**D45380**	DNA	DNA
C45380A Human Services Technology – At-Risk Youth Certificate	**C45380A**	DNA	DNA
C45380C Human Services Technology – Gerontology Certificate	**C45380C**	DNA	DNA
C45380 Human Services Technology – Certificate	**C45380**	DNA	0%
C45380BP Human Services Technology – Certificate	**C45380BP**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	The program's retention rate for Human Services has shown a notable improvement, increasing from 33% in Fall 2022 to 50% in Fall 2023. This rise suggests that recent adjustments to support student success and engagement are positively

	Explanation
	impacting retention. However, despite this progress, barriers to student retention and progression remain. **Course Success and Withdrawal Trends**: Course success rates and withdrawal data indicate that while more students are completing their courses, some still struggle to persist due to several key challenges: 1. **Academic Preparedness**: Some students face academic challenges that can hinder their success, particularly if they lack foundational skills in core areas relevant to their coursework. This can lead to lower grades or even course withdrawal if they feel unprepared to meet the demands of the curriculum. 2. **Work-Life Balance**: Many students in the Human Services program juggle coursework with work and family responsibilities. Balancing these commitments with the demands of their studies can lead to stress and difficulty in maintaining consistent engagement, potentially resulting in course withdrawals. 3. **Access to Support Resources**: While support services are available, students may not be fully aware of how to access these resources or may be hesitant to reach out for help. Limited access to academic support and advice can pose an obstacle for students needing additional assistance. **Ongoing Strategies to Address Barriers**: • **Clear Communication of Expectations**: By regularly revising assignment instructions and providing clear, structured schedules, we aim to reduce misunderstandings and support students in managing their workload effectively. • **Increased Awareness of Support Services**: Promoting available student support services can help students feel more connected to the resources that can aid their success. Overall, while the increase in retention from Fall 2022 to Fall 2023 is promising, continued efforts to identify and mitigate these barriers are essential to further improve student progress and success in the program.

Credential Earned – Academic Year 2023-2024 *(Achieving the Dream)*

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A4538E Human Services Technology – Addiction and Recovery Studies	A4538E	0	0	0	0
A45380 Human Services Technology	A45380	1	0	3	4
D45380 Human Services Technology – Diploma	D45380	1	0	2	1
C45380A Human Services Technology – At-Risk Youth Certificate	C45380A	1	3	1	3
C45380C Human Services Technology – Gerontology Certificate	C45380C	3	0	2	5
C45380 Human Services Technology – Certificate	C45380	1	2	3	6
C45380BP Human Services Technology	C45380BP	0	2	2	4
		7	7	13	23

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A4538A Human Services Technology – Developmental Disabilities	A4538A	1	0	0	0
A4538E Human Services Technology – Addiction and Recovery Studies	A4538E	4	4	2	0
A45380 Human Services Technology	A45380	9	7	10	4
D45380 Human Services Technology – Diploma	D45380	0	4	1	3
C45380A Human Services Technology – At-Risk Youth Certificate	C45380A	3	9	8	5
C45380C Human Services Technology – Gerontology Certificate	C45380C	7	2	0	5
C45380BP Human Services Technology	C45380BP	1	0	0	4
C45380 Human Services Technology – Certificate	C45380	6	7	7	6

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
	Grand Total	31	33	28	27

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	The majority of credentials for the year 2023-2024 were awarded in the spring semester, with 57% (13 out of 23) of all credentials conferred in spring 2024. This trend suggests that students may be aligning their graduation goals with the academic year's end or completing program requirements at a pace that culminates in spring. It may also indicate that some students are taking advantage of the additional time between fall and spring semesters to complete their coursework. Over the past four academic years, data reveals that the Human Services Technology Certificate (C45380) consistently had the highest number of graduates, outperforming both the associate in applied science (AAS) degree and diploma options. This trend suggests that the certificate programs may be more accessible or appealing to students due to shorter completion times or a more focused curriculum. Certificates offer students a targeted education that may better meet the immediate needs of those seeking entry into the workforce or a quick skill upgrade. Many students in the program juggle responsibilities outside of school, such as work and family. This can create scheduling conflicts, reduce available study time, and impact their ability to complete coursework on time. With the upcoming program revision, which includes the development of clear course maps and structured schedules, is designed to guide students along the most efficient pathway to degree completion. This streamlined approach, coupled with proactive and consistent advising, will help prevent students from enrolling in unnecessary courses or facing scheduling conflicts that could delay their progress. Academic advisors are also available to collaborate with students in creating personalized completion plans, tailored to individual needs and career goals, ensuring each student can effectively navigate the program with confidence. In addition, the program now offers targeted micro-credentials and certifications within the degree pathway, focusing on specialized areas such as at-risk youth and gerontology. However, with the revision there be no certificates. These credentials have provided students with in-depth knowledge and practical skills in niche areas of

	Explanation
	human services, enhancing their employability and distinguishing them in the job market. By adding these specialized qualifications to their resumes, students have entered the workforce as competitive candidates, equipped with skills that are highly valued by employers. Real-world experience remains a cornerstone of career readiness. Through ongoing collaboration with the Work-Based Learning (WBL) Division, the program connects students with local organizations and agencies to offer meaningful internships and field placements. These opportunities allow students to apply theoretical knowledge in practical settings, develop essential skills, and establish professional connections within the human services field. WBL specialists further support students with one-on-one career guidance, assisting them in job searches, resume building, and interview preparation, ultimately positioning them for success as they transition from education to employment. This comprehensive approach not only accelerates students' time to completion but also ensures they graduate with the specialized expertise, hands-on experience, and personalized support needed to thrive in human services careers.

Employment Data: Educational, Guidance, and Career Counselors and Advisors

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	129	1.6%	23	1.3%	$54,300
Lincoln	39	1.5%	8	2.4%	$53,500
***Charlotte**	1,894	1.5%	342	1.5%	$58,400

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics

Educational, Guidance, and Career Counselors and Advisors

School and Career Counselors and Advisors

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

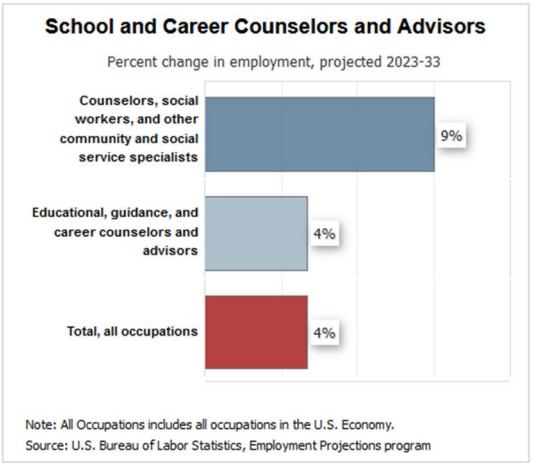
Employment of school and career counselors and advisors is projected to grow 4 percent from 2023 to 2033, about as fast as the average for all occupations.

About 29,100 openings for school and career counselors and advisors are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Schools are expected to hire more counselors and advisors to respond to the developmental, academic, and career-planning needs of their students. Demand for career counselors is projected to increase as a growing number of colleges and universities open career centers that focus on helping students prepare to enter the workforce.

Career counselors and advisors also will be needed to assist jobseekers, such as those changing careers, laid-off workers looking for jobs, and military veterans transitioning into the civilian labor market.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

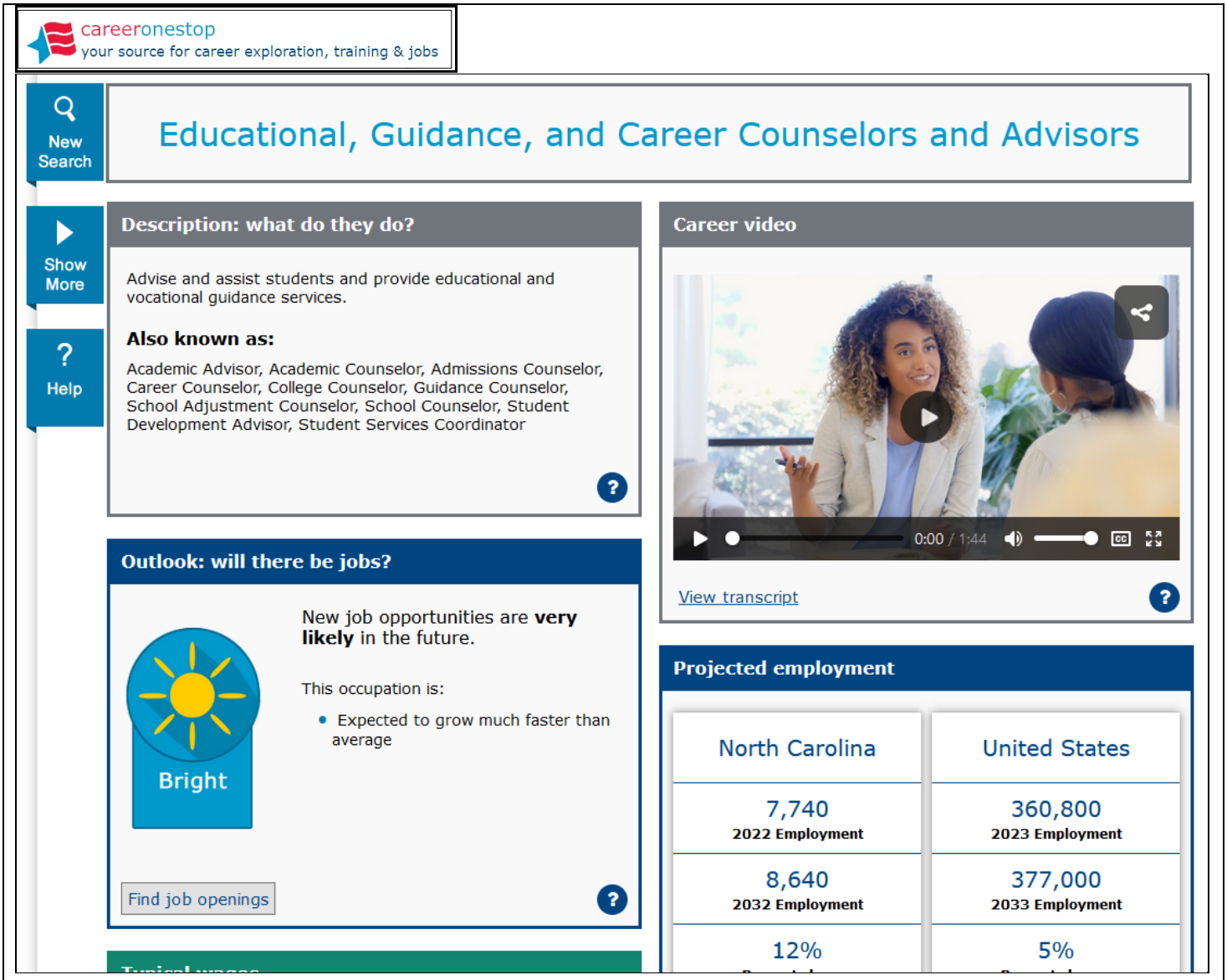
Employment projections data for school and career counselors and advisors, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Educational, guidance, and career counselors and advisors	21-1012	360,800	377,000	4	16,200	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6



Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Educational,%20Guidance,%20and%20Career%20Counselors%20and%20Advisors&onetcode=21-1012.00&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data) Review data in the tables above from the U.S. Bureau Labor of Statistics and Career Onestop and discuss the national and statewide job outlook data.	The human services sector encompasses a variety of professions dedicated to assisting individuals and communities in improving their quality of life. Key roles within this sector include social workers, community service managers, and human service assistants. Analyzing data from the U.S. Bureau of Labor Statistics (BLS) and CareerOneStop provides insight into the national and North Carolina-specific job outlooks for these occupations. **National Job Outlook** According to the BLS, employment in community and social service occupations is projected to grow faster than the average for all occupations from 2023 to 2033. Specifically: • **Social Workers**: Employment is expected to increase by 7% from 2023 to 2033, with approximately 67,300 job openings each year due to growth and replacement needs. Bureau of Labor Statistics • **Social and Community Service Managers**: An 8% growth is projected from 2023 to 2033, translating to about 17,800 annual job openings. Bureau of Labor Statistics • **Social and Human Service Assistants**: Employment is anticipated to grow by 8% over the same period, with around 48,400 job openings each year. Bureau of Labor Statistics These growth rates are faster than the average for all occupations, indicating a robust demand for human services professionals nationwide. **Job Outlook in North Carolina** In North Carolina, the human services field is also experiencing significant growth. Data from CareerOneStop highlights several fast-growing occupations within the state: • **Medical and Health Services Managers**: Employment is projected to increase by 39%, from 12,880 positions in 2022 to 17,860 by 2032. CareerOneStop • **Social and Community Service Managers**: This role is expected to see a 25% growth, with employment rising from 3,470 positions in 2022 to 4,340 by 2032. CareerOneStop

	Explanation
	• **Social and Human Service Assistants**: A 20% increase is anticipated, with positions growing from 10,470 in 2022 to 12,570 by 2032. CareerOneStop These figures underscore a strong demand for human services professionals in North Carolina, aligning with national trends. **Conclusion** Both nationally and within North Carolina, the human services sector is poised for substantial growth in the coming decade. This expansion reflects an increasing need for professionals dedicated to supporting individuals and communities, offering promising career opportunities for those interested in this field.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	The Human Services program plays a crucial role in enhancing community well-being by preparing professionals to address various social challenges. Analyzing data from JobsEQ and the North Carolina Department of Commerce's Labor Market Data Tools & Reports underscores the program's significant value to the community. **Employment Projections** According to the North Carolina Department of Commerce, the state is projected to add over 500,000 new jobs between 2022 and 2032, with the Health Care and Social Assistance sector expected to contribute significantly to this growth. This sector, encompassing many human services roles, is anticipated to add approximately 101,500 new jobs by 2032, reflecting a 16.66% increase. **Community Impact** Graduates of the Human Services program are equipped to work in various settings, including social service agencies, healthcare facilities, and community organizations. Their roles often involve providing support to vulnerable populations, facilitating access to essential services, and implementing programs that promote social well-being. The increasing demand for such professionals underscores the program's value in fostering a healthier, more resilient community.

	Explanation
	Conclusion The Human Services program is invaluable to the community, addressing critical social needs and contributing to the state's economic growth. As the demand for human services professionals continues to rise, the program's role in preparing qualified individuals becomes increasingly vital.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	Pursuing a degree in social and human services opens various employment opportunities within Gaston and Lincoln counties, as well as the broader Southwest Prosperity Zone of North Carolina. This field encompasses roles in social work, case management, counseling, and community outreach, all of which are integral to the well-being of local communities. **Employment Opportunities in Gaston and Lincoln Counties** Both Gaston and Lincoln counties offer numerous positions in social and human services: • **Gaston County Department of Social Services**: This department frequently seeks professionals for roles such as Social Worker III in Foster Care, with salaries ranging from $23.74 to $40.36 per hour. These positions involve providing intensive social work services in complex cases, requiring a flexible use of a wide range of social work skills. Government Jobs • **Lincoln County Department of Social Services**: Opportunities are available for various social services roles, including positions in adult and child protective services, foster care, and adoptions. The department's website provides a comprehensive list of current job openings. Lincoln County, NC **Regional Employment Outlook** The Southwest Prosperity Zone, which includes Gaston and Lincoln counties, is experiencing growth in the human services sector. According to the North Carolina Department of Commerce, the Health Care and Social Assistance sector is projected to add approximately 101,500 new jobs statewide by 2032, reflecting a 16.66% increase. NCDHHS **Educational Pathways and Career Advancement** Local educational institutions offer programs in social and human services, providing the necessary training and credentials for these roles. Graduates can pursue careers in various settings, including government agencies, non-profit

	Explanation
	organizations, healthcare facilities, and educational institutions. These positions often offer competitive salaries and benefits, contributing to personal career growth and the overall prosperity of the community. **Conclusion** A background in social and human services leads to diverse employment opportunities in Gaston and Lincoln counties. The growing demand for professionals in this field underscores the importance of these roles in fostering community well-being and economic development within the region. Community partnerships have significantly enhanced the Human Services program at Gaston College, providing students with practical experience and fostering community well-being. These collaborations have led to initiatives such as the Lincoln County and Gaston County Schools, a partnership offering high school students a pathway into these careers. To further enrich the program, opportunities for collaboration include: • **Enhanced Practical Training**: Partnerships with local agencies offer students hands-on experience, bridging theoretical knowledge with real-world application. • **Service-Learning Projects**: Integrating service-learning into the curriculum allows students to apply content knowledge to real-world challenges, benefiting both their education and the community. By expanding these collaborative efforts, Gaston College can continue to prepare students effectively while addressing the evolving needs of the community. The advisory committee provided several valuable insights and recommendations for the Human Services program at Gaston College: **Human Services Needs in the Community** • **Student Support**: Emphasize monitoring students closely, especially regarding financial stress. • **Narcan Training**: Suggest adding Narcan administration training to the program, aligning with community health needs.

	Explanation
	Field Placement and Professional Development • **Field Placement Opportunities**: Explore additional sites for field placements in the human services field. • **Training and Mentorship**: Offer free or low-cost professional development, including bringing in prior students as speakers at orientation to share real-world experiences. **Work-Based Learning (WBL) Internship** • Continue and potentially expand WBL internship opportunities for hands-on experience. **Current Trends and Future Directions** • **Partnerships**: Consider collaborating with NC Health and Human Services to enhance program offerings and align with state initiatives. • **Technology and Student Support**: Provide technology support for struggling students and introduce a buddy system to promote accountability and support among peers. These recommendations highlight a focus on practical skills, community health, mentorship, and innovative student support to better prepare graduates for the evolving demands of the human services field.
<u>Uniqueness</u>: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	Currently, Gaston College's Human Services program offers several distinctive features that set us apart from neighboring institutions like Catawba Valley Community College (CVCC) and Central Piedmont Community College (CPCC): **1. Specialized Certificate Programs** Gaston College provides unique certificate options within its Human Services curriculum, including: • **At-Risk Youth Certificate**: This program focuses on preparing students to work effectively with vulnerable youth populations, addressing specific challenges and interventions. • **Gerontology Certificate**: This certificate equips students with the skills to serve the aging

	Explanation
	population, a growing demographic in need of specialized care. These specialized certificates offer targeted education, enhancing employability in niche areas of human services. **2. Comprehensive Work-Based Learning (WBL) Opportunities** The program emphasizes practical experience through structured WBL courses, such as: • **WBL 111 Work-Based Learning I**: An introductory course providing hands-on experience in human services settings. • **WBL 115 Work-Based Learning Seminar I**: A seminar complementing the WBL experience, facilitating reflection and integration of practical skills. These courses ensure that students gain real-world experience, bridging the gap between theoretical knowledge and practical application. **3. Flexible Learning Options** Gaston College offers flexible scheduling with online classes, accommodating students who may be working or have other commitments. This flexibility allows a diverse student body to pursue education without compromising other responsibilities. **4. Strong Community Partnerships** The program maintains robust connections with local agencies and organizations, facilitating: • **Field Placements**: Providing students with diverse environments to apply their skills. • **Professional Networking**: Connecting students with professionals in the field, enhancing career prospects. These partnerships enrich the educational experience and improve employment opportunities post-graduation. By offering specialized certificates, comprehensive work-based learning, flexible scheduling, and strong community ties, Gaston College's Human Services program provides a distinctive and practical education tailored to the needs of its students and the community.

	Explanation
	The Human Services program's promotional and outreach efforts are promising but could be enhanced to better showcase its unique strengths and attract more students. Future messaging should focus on the program's name change, distinctive general track, and strong community partnerships, which may currently be under-emphasized. Increasing engagement through targeted outreach to high schools, community events, and a strong digital presence—featuring alumni testimonials—could boost visibility and interest. Additionally, gathering feedback from students on what draws them to the program would further refine these efforts, aligning outreach with student interests in community-focused careers.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Human Services Technology (45380)	39.34	33.63	34.88	34.63	44.34
Human Services Technology Developmental Disabilities (4538A)	2.54	2.25	1	DNA	DNA
Human Services Technology Substance Abuse (4538E)	25.54	19.59	15.18	8.69	15.81

Program Financial Viability – Practical Nursing included in Nursing data below.

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Human Services Technology	$32,013.30	41.7	$162,957.17	$130,943.87	60.2	$235,499.39	$203,486.09

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The Human Services program is financially viable, with revenues significantly exceeding total costs. By major prefixes, revenue ($130,943.87) surpasses the total program cost of $32,013.30, yielding a positive financial outcome. Similarly, by program of study, revenue ($203,486.09) exceeds costs by a large margin, supported by strong FTE values (41.7 by major prefixes and 60.2 by program of study). These figures indicate that the program is financially stable and effectively funded, suggesting potential for sustained success or expansion.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Human Services Technology Program partners with Belmont Abbey, Gardner-Webb University, and Lees-McRae College through formal articulation agreements. Additionally, it engages in community outreach by participating in the Gaston College Annual Faculty Benefits Fair, and the Annual Health Fair. Recently, Gaston College contributed to the North Carolina State alignment project, resulting in significant curriculum updates for the Social and Human Services program. These updates include a revised program title and description, updated core courses, and seven specialized subject areas, with the addition of Child Advocacy Studies. The program also revised 55 courses and introduced six new ones; it is set for implementation in the Fall 2025.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	• The Human Services Technology and HST – Addiction and Recovery Studies programs are not accredited. • The Human Services Technology program is a member of the Council for Standards in Human Service Education (CSHSE). • The program prepares students for the Human Services-Board Certified Practitioner (HS-BCP) credentialing exam, though students do not currently take this exam before graduation. • Recommendation: Evaluate options for students to complete the credentialing exam prior to graduation. • Work-Based Learning 320 hours (WBL 111 and WBL 125) in the Human Services Technology program count toward the professional education hours required for both the HS-BCP and Alcohol and Drug Counselor (CADC) credentials.

Curriculum Map - A45380 Human Services Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
	Identify the knowledge, skills, and roles of a human service worker.	Analyze experiential learning in small groups and identify and explain the interactions of group members in group settings.	Perform basic interviewing skills needed to function in a helping relationship using the Microskills Model.	Demonstrate performance of counseling techniques.	Demonstrate an integration of knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.	Assess crisis situations and respond with the appropriate differential techniques applicable to various crisis situations.
HSE 110	I	I				
HSE 112	D	I, D	I, D	I		I
HSE 212	D	M	D, M	D		D, M
HSE 225	D		I, D	D		I, D, M
HSE 123	D		I, D, M	D		D
HSE 125	D		D, M	D, M		I, D
HSE 220	D					I, D, M
WBL 111	D				I, D	
WBL 115	D				I, D	
DDT 110	I, D					
HSE 227	D					D
SAB 135	D					
HSE 210	D				I	
GRO 120	I, D					
WBL 121	M		D, M		M	D, M
WBL 125	M				M	

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

Program Learning Outcomes - A45380 Human Services Technology

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Identify the knowledge, skills, and roles of a human service worker.	Direct Measure: Students will complete a Term Project in HSE 110 to gain knowledge and skills in the human services profession to align with the recommended standards for direct service workers in the human services discipline as published by the Human Services Research Institute.	On average, students will earn at least 80% on this artifact.	Spring 2024 Mean: 69.3% Mean of Completers: 14/15 = 93.3% Range: 0 to 85 n: 15 Five out of the fifteen students were high school students.	Assessment results demonstrated: a.) Comprehension of the roles and functions of the human services profession.	a). Benchmark was not achieved. One student did not complete the term project, and 7 students scored less than 80%.	a). A new assessment tool was implemented as a better means to evaluate students' understanding of direct service workers. The benchmark was not achieved due to 46% of the students scoring before the success rate.	The Term Project was a new assessment knowledge. Actions to be implemented: Create a clear breakdown of the assessment requirements, using a rubric. Complete regular check-ins and formative assessments to ensure that students are on track and understand expectations.
2	Analyze experiential learning in small groups and identify and explain the interactions of group members in group settings.	Direct Measure: Students will complete a Term Project in HSE 112 that requires an analysis of small-group experiential learning and a comparison of the group interactions	On average, students will earn at least 80% on this artifact.	Fall 2023 Mean: 82.76% Mean of Completers: 21/21 = 100% Range: 52 to 110 n: 21	Assessment results demonstrated: a.) Benchmark met and exceeded by 2.76%.	a.) Benchmark was achieved. b.) Benchmark was achieved.	a.) No changes are recommended due to the State Alignment changes.	Future actions to be implemented will be determined by the State Alignment as the class has been deleted and archived at the State level.

		with Yalom's Stages of Group Dynamics and Therapeutic Factors.			b.) Comprehension of leadership skills in group interaction (Lab Participation) : 88.85% achievement. c.) Comprehension of Yalom's Stages: 61.9% achievement (Module 4 #2).	c.) Benchmark was not achieved.		
3	Perform basic interviewing skills needed to function in a helping relationship using the Microskills Model.	Direct Measure: Students will conduct an interviewing role-play (Term Project) incorporating the HSE 123 Microskills of attending behavior: open and closed questions; encouraging; paraphrasing and summarizing; reflection of feeling; the five-stage interview structure; confrontation; focusing and	On average, students will earn at least 85% on this artifact.	Spring 2024 Mean: 72.75% Mean of Completers: 8/8 = 100% Range: 53 to 90 n: 8 Five out of the eight students were high school students.	Assessment results demonstrated: a). Comprehension of paraphrase skills: 87.5% excellent rating b.) Benchmark was not achieved benchmark; 12.25% below benchmark.	Areas for improvement needed: a.) Encouragers: 100% rating b.) Self-disclosure: 50%; four students did not complete this part of the term project.	a.) No changes are recommended due to the State Alignment changes.	Future actions to be implemented will be determined by the State Alignment as the class will be revised.

		influencing skills and strategies.						
4	Demonstrate performance of counseling techniques.	Direct Measure: Students will complete an attending skills role play (Term Project) in HSE 125, incorporating listening skills, exploration skills, and action skills.	On average, students will earn at least 80% on this artifact.	Spring 2024 Mean: 78.05% Mean of Completers: 17/19 = 89.47% Range: 0 - 100 n: 19	Assessment results demonstrated: Benchmark was not achieved; 1.95% below the benchmark a.) Comprehension of Listening skills: 80.5% achievement by completers. b.) Comprehension of explorations skills: 72% achievement by completers. c.) Comprehension of action skills: 83.78%	Areas for improvement. a.) Listening skills were achieved by completers; two students received a zero for this skill. b.) Explorations skills were not achieved by completers. Four students received a zero for this skill. c.) Action skills were achieved by completers; two students received a zero for this skill.	a.) No changes are recommended due to the State Alignment changes	Future actions to be implemented will be determined by the State Alignment as the class has been deleted and archived at the State level.

					achievement by completers.			
5	Demonstrate an integration of the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field.	Direct Measure: Students will complete a cumulative portfolio in HSE 210 that covers current issues and trends in the field of human services, including contemporary topics with relevance to special issues in a multi-faceted field.	On average, students will earn at least 80% on this artifact.	Spring 2024 Mean: 74.83% Mean of Completers: 12/12 = 100% Range: 58 to 103 n: 12	Assessment results demonstrated: a.) Benchmark was not achieved by 5.17% below goal. b.) Comprehension includes: Fact Sheets – 63.33% Brochure - 85.41% Legislative – 55.53% Reflection – 75.83% Students achieved good to fair ratings; however, 11 students scored good on the Fact Sheets; 7 students	a.) Benchmark was not met.	a.) No changes are recommended due to the State Alignment changes.	Future actions to be implemented will be determined by the State Alignment as the class will be revised.

					scored good the Brochure; 8 students scored good on the Legislative while 2 students did not complete; and 7 students scored good on the Reflection while 3 students scored fair.			
6	Assess crisis situations and respond with the appropriate differential techniques applicable to various crisis situations.	Direct Measure: Students will complete a comprehensive final exam in HSE 225 that covers the basic theories and principles of crisis intervention, including identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations.	On average, students will earn at least 80% on this artifact.	Fall 2023 Mean: 73.9375% Mean of Completers: 16/16 = 100% Range: 41 to 93 n: 16	Assessment results demonstrated: a.) Benchmark was 6.00% below goal.	a.) Benchmark was not met.	a). No changes are recommended due to the State Alignment changes.	Future actions to be implemented will be determined by the State Alignment as the class will be revised.

7	Demonstrate professional work ethics/traits and personal behaviors necessary for career success.	Direct Measure: Students will complete 160 hours in an approved environment for the practicum experience in WBL 111. The student's supervisor will use a standard Likert-Type Scale to rate the student's demonstration of professional work traits. The 4-point scale designation: Exceptional = 4 Very good = 3 Average = 2 Marginal = 1	On average, students will earn at least a 3 on the 4-point scale on the WBL 111 final semester grade and an average of 3 on the 4-point scale for each work trait.	Spring 2024 Mean: 3.6% Mean of Completers: 5/5 = 100% Range: 100% n: 5	Assessment results demonstrated: a.) Benchmark met. b.) Benchmark met and/or exceeded on 12 traits: Relationship with others = 3 Judgment = 2.8; Ability to learn = 3; Communication skills = 2.6; Teamwork = 2.63 Dependability = 3; Quality of work = 2.8; Leadership ability=2.6; Attitude = 2.8; Punctuality = 3.2; Attendance = 3.2; Potential for greater	a.). Benchmark met	a.) No changes are recommended due to the State Alignment changes.	Future actions to be implemented will be determined by the State Alignment as the program will be revised.

					responsibility = 3			
8	Apply multicultural competence in service delivery.	Direct Measure: Students will complete a comprehensive final exam in HSE 125 that covers counseling work with a diverse client population.	On average, students will earn at least 80% on this artifact.	Spring 2024 Mean: 91.14% Mean of Completers: 19/19 = 100% Range: 75.71 to 97.14 n: 19	Assessment results demonstrated: a.) Benchmark met and exceeded by 11.14%	a) Benchmark met.	a.) No changes are recommended due to the State Alignment changes.	Future actions to be implemented will be determined by the State Alignment as the class has been deleted and archived at the State level.

Program Review – A45400 Medical Assisting

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Melody Gibson
Program Code(s)/Name(s): Medical Assisting
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45400 Medical Assisting**
- **D45400 Medical Assisting**
- **C45400P Medical Assisting – Foundations of Medical Assisting**

SECTION I: EXECUTIVE SUMMARY

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

- ***Strengths:*** **Certification Exam Success**: Our Medical Assisting graduates consistently excel, maintaining a 95% pass rate on the American Association of Medical Assistants (AAMA) certification exam over the last five years. This outstanding track record reflects their readiness to enter the workforce fully credentialed as CMAs (AAMA).
- **Quality Instruction and Job Placement**: The program consistently supports strong job placement, with many students securing employment immediately upon graduation—some even receiving offers prior to completing the program. Demand for Medical Assistants in our area remains robust, providing graduates with excellent career opportunities.
- Apprenticeship and CCP - The apprenticeship cohort is progressing well, receiving high scores and positive feedback from Caromont. Additionally, the East Gaston Health Academy pipeline remains strong, with recent high school graduates joining Gaston College's Medical Assisting diploma program.
- Skills USA Achievements: Our students have excelled in Skills USA competitions, earning both state and national awards. We are eagerly preparing for the 2024 state competition in Spring, ready to continue this tradition of success.
- ***Areas for Improvement:*** Encouraging Medical Assisting students to fully utilize available tutoring resources in Biology and Medical Assisting topics can significantly enhance their understanding and retention of essential material.
- ***NEEDS:***
- Developing our own skill assessment check-offs that are customized to align more closely with our program and community needs, rather than relying solely on standard textbook guidelines.
- Expanded budget and strategic marketing to attract more students and meet community healthcare demands.
- Increased partnerships with various healthcare facilities to offer students diverse clinical experiences, preparing them for a wide range of real-world environments.

- **Actions:**
- Develop a marketing plan targeting high school student, career changers, and adult learners through social media, career fairs, and local events.
- Collaborate with local healthcare facilities to co-host informational sessions on the demand for medical assistants.
- Use alumni testimonials and success stories in digital and print materials to showcase program outcomes.
- Offer incentives for local healthcare partnership offices to serve as practicum sites, such as access to continuing education resources or recognition awards.

Strengths: What are we doing well? **Areas for Improvement: What can we do to better serve our students?** **Needs: What do we need from the institution? Include Personnel and Equipment Request** **Actions: What are our next steps? How will we make use of this program review for future improvement?**
• Collaborate closely with faculty to ensure MAERB competencies are effectively integrated and achieved in the classroom.

SECTION II: PROGRAM DATA

Program Enrollments

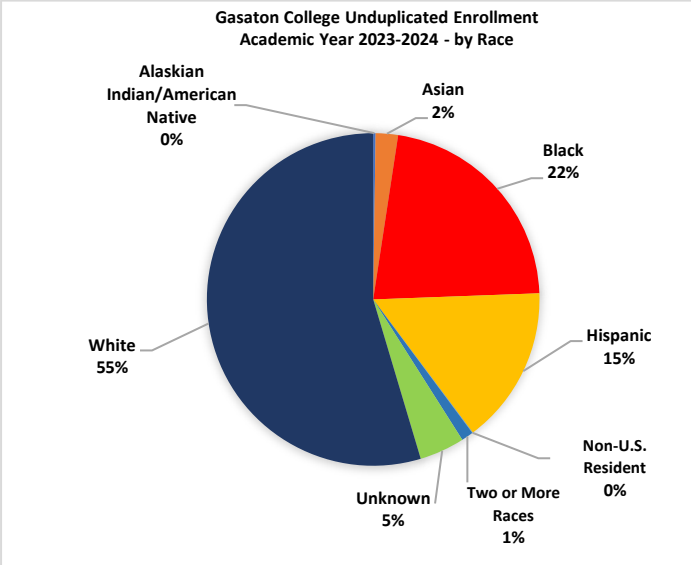
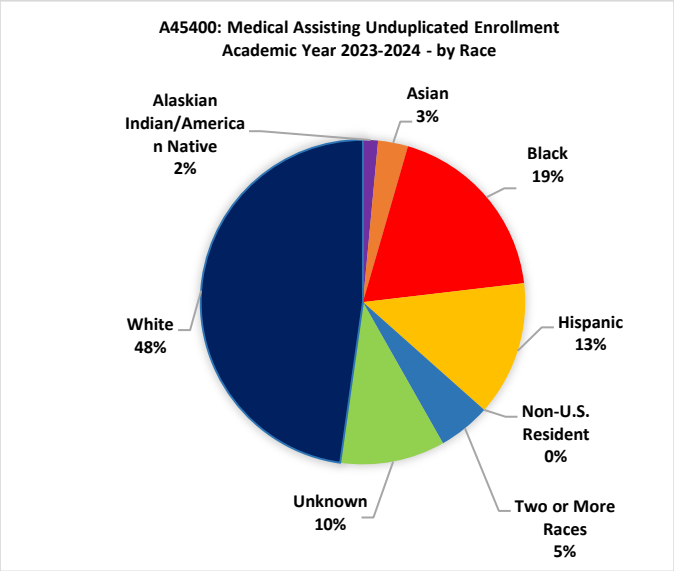
Academic Year 2023-2024 Unduplicated	A45400	C45400P	D45400
American Indian/Alaska Native	1	0	1
Asian	2	0	2
Black	10	2	15
Hispanic	9	0	9
Non-U.S. Resident	0	0	0
Two or More Races	2	1	4
Unknown	2	8	4
White	27	2	35
Grand Total	**53**	**11**	**70**

Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	The program enrollment is growing rapidly. This is due to the growing demand of medical assistants in our community. With our strong partnerships, the community depends on the value of the program to produce excellent entry level medical assistants. Full-Time pathways have been reviewed for ease of completion for students. Part time pathways are being reviewed this year for students with many outside responsibilities. Our program hours are consistent with other neighboring institutions and there are no major differences in the major courses offered. Our in-house division specific advising is invaluable to the enrollment of our program. More improvements could be made to attend high school fairs and community engagement events
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments.	By having online and hybrid courses, we continue to offer flexible learning options to fit student needs. Our faculty has inclusivity training and offers one on one mentoring/tutoring support for students when needed. Our

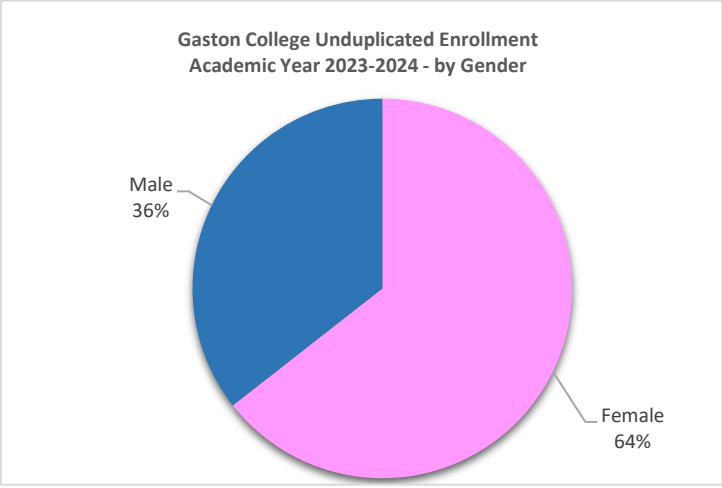
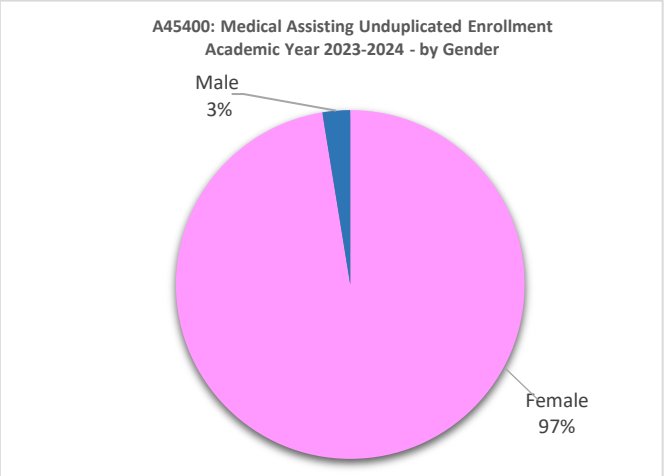
	Explanation/Narrative
(Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A45400 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the MED program at GC? Identify strategies for enrollment growth.	partnerships also offer career opportunities and a pipeline for all populations. The East Gaston Health Academy provides early exposure to healthcare careers and allows students from underserved backgrounds to transition seamlessly into the Medical Assisting Program post-graduation, supported by structured advising and guidance. **Cleveland CC** had **14** (new and recurring students) **0** students from Lincoln & **1** student from Gaston enrolled from our service area into the MED program at CVCC. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. **Catawba Valley CC** had **0** (new and recurring students for Spring 2024); however, **0** from Lincoln & **0** from Gaston students were from our service area have enrolled in the MED program at CVCC. No MED program at CVCC. This may be an opportunity for program growth. **Central Piedmont CC** had **48** (new and recurring students Spring 2024); however, **0** from Lincoln & **3** from Gaston totaling **3** students from our service area. 0 + 3 = 3 When reviewing these numbers, determine if the program has effectively marketed the Medical Assisting program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

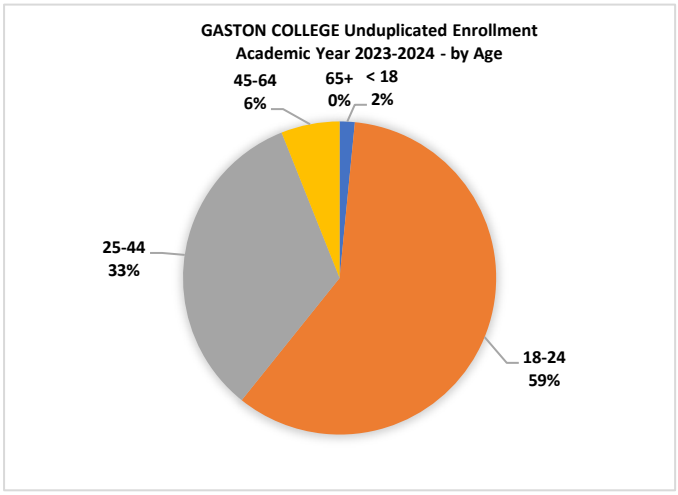
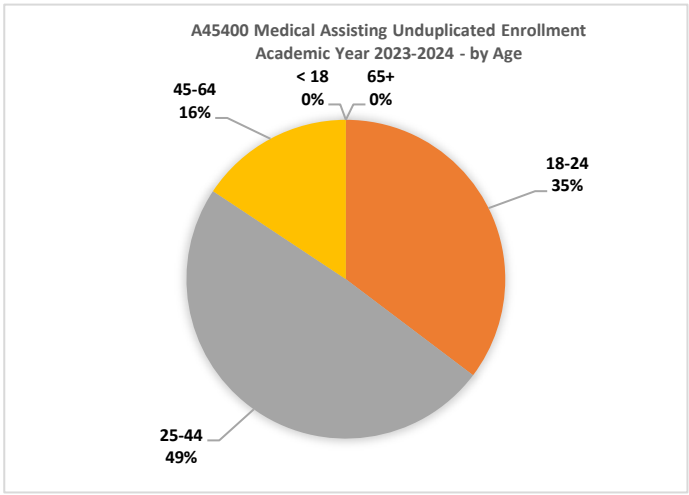
Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compared to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Actions to enroll and retain underserved students are to plan targeted outreach and recruitment with information sessions and attending community events. Faculty will continue to participate in inclusivity and belonging training so that program atmosphere is where students feel respected and valued.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Actions to enroll and retain underserved students are to plan targeted outreach and recruitment with information sessions and attending community events. Faculty will continue to participate in inclusivity and belonging training so that program atmosphere is where students feel respected and valued.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age:	
Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	Actions to enroll and retain underserved students are to plan targeted outreach and recruitment with information sessions and attending community events. Faculty will continue to participate in inclusivity and belonging training so that program atmosphere is where students feel respected and valued.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Medical Assisting	**735**	**57**	**13**	**89.9**	**$404,464.84**
MED-110	64	4	16	2.0	$8,997.48
MED-118	42	2	21	2.6	$11,809.19
MED-121	149	5	30	14.0	$62,841.77
MED-122	95	6	16	8.9	$40,066.90
MED-130	40	3	13	3.8	$16,870.28
MED-131	40	3	13	3.8	$16,870.28
MED-140	49	7	7	10.7	$48,220.87
MED-150	42	7	6	9.2	$41,332.17
MED-240	41	4	10	9.0	$40,348.07
MED-260	35	8	4	16.4	$73,807.45
MED-262	35	2	18	1.1	$4,920.50
MED-264	36	2	18	2.3	$10,122.17

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
MED-110	**69%**	**22%**	**0%**	**3%**	**2%**	**0%**	**0%**	**0%**	**5%**	**0%**	**2%**	**91%**	**94%**	**3.61**	**95%**
Online	67%	23%	0%	3%	2%	0%	0%	0%	5%	0%	2%	90%	93%	3.58	95%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
MED-118	**86%**	**12%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**98%**	**98%**	**3.88**	**100%**
Online	86%	12%	0%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.88	100%
MED-121	**70%**	**5%**	**3%**	**1%**	**9%**	**0%**	**0%**	**0%**	**11%**	**0%**	**1%**	**78%**	**79%**	**3.41**	**88%**
Online	69%	6%	3%	1%	10%	0%	0%	0%	12%	0%	1%	77%	79%	3.39	88%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
MED-122	**80%**	**9%**	**6%**	**0%**	**3%**	**0%**	**0%**	**0%**	**1%**	**0%**	**4%**	**96%**	**96%**	**3.65**	**97%**
Online	79%	10%	7%	0%	3%	0%	0%	0%	1%	0%	4%	96%	96%	3.64	97%
Seated	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
MED-130	**83%**	**18%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.83**	**100%**
Seated	83%	18%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.83	100%
MED-131	**60%**	**38%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**98%**	**98%**	**3.62**	**100%**
Seated	60%	38%	0%	0%	0%	0%	0%	0%	3%	0%	0%	98%	98%	3.62	100%
MED-140	**82%**	**6%**	**2%**	**0%**	**4%**	**0%**	**0%**	**0%**	**6%**	**0%**	**0%**	**90%**	**90%**	**3.72**	**96%**
Seated	82%	6%	2%	0%	4%	0%	0%	0%	6%	0%	0%	90%	90%	3.72	96%
MED-150	**79%**	**19%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**98%**	**98%**	**3.80**	**100%**
Seated	79%	19%	0%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.80	100%
MED-240	**85%**	**12%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**98%**	**98%**	**3.88**	**100%**
Seated	85%	12%	0%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.88	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
MED-260	**94%**	**6%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**100%**	**100%**	**3.94**	**100%**
Seated	94%	6%	0%	0%	0%	0%	0%	0%	0%	0%	3%	100%	100%	3.94	100%
MED-262	**97%**	**3%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**100%**	**100%**	**3.97**	**100%**
Online	97%	3%	0%	0%	0%	0%	0%	0%	0%	0%	3%	100%	100%	3.97	100%
MED-264	**78%**	**19%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**97%**	**97%**	**3.80**	**100%**
Online	78%	19%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.80	100%
MED-272	**83%**	**17%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.83**	**100%**
Online	83%	17%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.83	100%
MED-276	**69%**	**23%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**8%**	**0%**	**4%**	**92%**	**92%**	**3.75**	**100%**
Online	69%	23%	0%	0%	0%	0%	0%	0%	8%	0%	4%	92%	92%	3.75	100%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Courses are organized to help students gradually build on what they've learned, starting with the foundational concepts and moving to more complex skills. Our program's course success rates are consistently above average. The courses where students face the most challenges tend to be the required GenEd courses for the Diploma program or fully online courses for students who prefer a traditional format. Enrollment needs have surged in 2023-2024, surpassing previous years and our expectations. Demand for medical assistants in the community is high, and the job outlook for the next 10 years is exceptionally strong.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	Yes, we have revised the course requirements within the last year to better serve students and maintain the current standards of the healthcare setting. There is no significant curriculum revisions anticipated within the next two years. The program offers clinical practicum as part of our accreditation standards. Students must complete 240 hours of clinical. We offer Medical Assisting at East Gaston High School as part of the Caromont Health Academy. Students are taught

	Explanation
	the same material as traditional campus students in equal instruction.
<u>Modality</u>: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Shifting to online and web-blended course delivery has significantly boosted our enrollment. Our Medical Terminology classes are now offered campus-wide, leading to an increase in enrollment. We consistently listen to our students and consider the feedback given of the modality of our courses. Course evaluations are essential for our program to stay accessible to student needs. 2 of our faculty members are Quality Matters certified online instructor and also ACUE certified online instructors. During our monthly faculty meetings, we discuss new ways to engage our students online and in the traditional classroom and lab.
<u>Student Achievement</u>: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Thanks to the structured sequencing of our program curriculum, we do not have any courses with particularly low enrollment. Our program maintains a strong success rate of 99%, with a minimal 4% withdrawal rate, typically due to external factors like family, job, or health-related matters. Courses with Low Enrollment • MED 276 – students who choose to continue to pursue their AAS degree Courses with Low Success Rates • None – although, revisiting delivery of topics whether online or traditional seated, to be accessible for students learning needs. • Courses with High Withdrawal Rates • none
<u>Evaluation</u>: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	End-of-course evaluations consistently receive positive feedback, with excellent comments from both students and practicum partners. Students frequently highlight instructor support as an invaluable resource. We hold monthly faculty meetings to review student successes and address any concerns. These meetings ensure that all faculty members are aligned and using a consistent approach in their courses. The Program Chair also reviews all end-of-course evaluations with faculty to ensure continuous improvement and alignment across the program.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A45400 Medical Assisting	**A45340**	DNA	DNA
D45400 Medical Assisting - Diploma	**D45340**	33%	100%
C45400P Medical Assisting - CCP	**C45400P**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	The program's retention rate is well above average and there are no inherent obstacles in this area. Withdrawal rate is typically due to personal matters or students realizing that they want to go into a different field.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A45400 Medical Assisting	**A45400**	1	9	9	19
D45400 Medical Assisting - Diploma	**D45400**	20	0	11	31
C45400P Medical Assisting - CCP	**C45400P**	1	0	3	4
Grand Total		**22**	**9**	**23**	**54**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A45400 Medical Assisting	**A45400**	13	6	4	19
D45400 Medical Assisting - Diploma	**D45400**	14	14	10	31
C45400P Medical Assisting - CCP	**C45400P**	0	3	2	0
	Grand Total	27	23	16	54

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed.	The program aims to boost graduation rates and career readiness by addressing key barriers like scheduling conflicts, financial constraints, and college readiness. To enhance career readiness, the program aligns its curriculum with industry demands, provides mock interviews and resume training, hosts Medical Assisting Career Fairs, and ensures diverse practicum experiences.

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

Employment Data: Medical Assistants

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	535	1.4%	168	1.9%	$40,100
Lincoln	84	1.3%	29	2.9%	$39,500
***Charlotte**	6,392	1.5%	2,091	2.3%	$43,900

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Medical Assistants

Medical Assistants

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Job Outlook

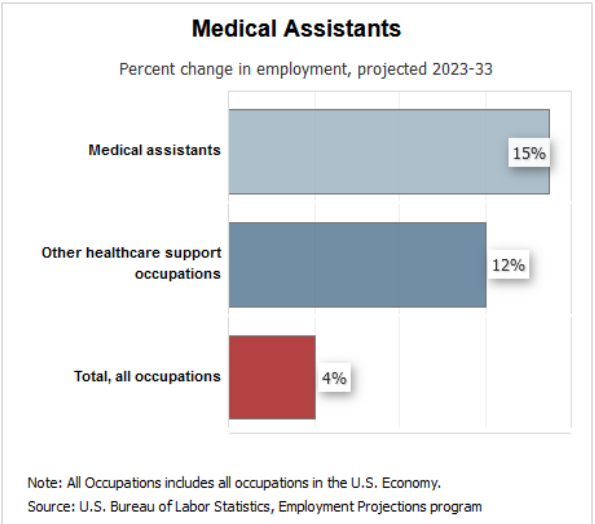
About this section

Employment of medical assistants is projected to grow 15 percent from 2023 to 2033, much faster than the average for all occupations.

About 119,800 openings for medical assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

The large baby-boom population continues to enter older age groups, which typically have more healthcare concerns than younger age groups and will continue to increase demand for medical services. As a result, more medical assistants will be needed to perform routine administrative and clinical duties in physicians' offices and other primary care settings.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for medical assistants, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Medical assistants	31-9092	783,900	901,900	15	118,000	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/medical-assistants.htm#tab-6

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Medical Assistants

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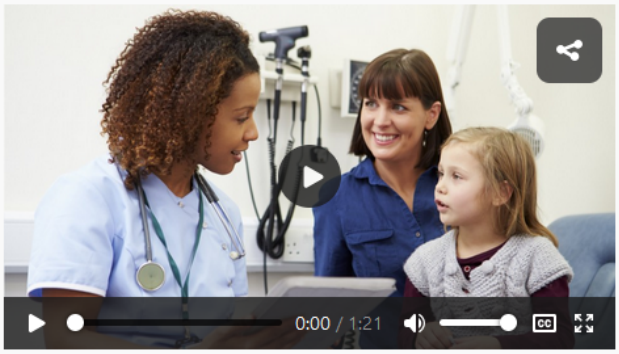
Description: what do they do?

Perform administrative and certain clinical duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, and administering medications as directed by physician.

Also known as:

Certified Medical Assistant (CMA), Chiropractor Assistant, Clinical Medical Assistant, Doctor's Assistant, Health Assistant, Ophthalmic Assistant, Ophthalmological Assistant, Optometric Assistant, Outpatient Surgery Assistant, Registered Medical Assistant (RMA)

Career video



View transcript

Projected employment

North Carolina	United States
19,600 **2020 Employment**	764,400 **2022 Employment**
23,370 **2030 Employment**	870,200 **2032 Employment**
19% **Percent change**	14% **Percent change**

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Rapid Growth; Numerous Job Openings

Find job openings

Click on the link below to access NC Career Onestop website
https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Medical%20Assistants&onetcode=31-9092.00&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	**The medical assisting program at Gaston College has a five-year average of 94% for job placement for the years 2023-2024.** **Graduation outcome is 100%.**

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	The Gaston College Medical Assisting Program offers both a diploma and an Associate of Applied Science (A.A.S.) degree in medical assisting. This structure allows students to begin working as a Certified Medical Assistant (CMA) in a medical office after earning their diploma while continuing their studies to complete the A.A.S. degree. The Gaston College Medical Assisting Program collaborates with local medical practices to provide clinical sites for its students' eight-week practicum experience. This partnership not only enriches student training through hands-on clinical experience but also supports local healthcare organizations by supplying skilled, entry-level medical assistants ready for employment upon graduation. The Gaston College Medical Assisting Program is actively engaged in an apprenticeship program in partnership with Gaston College Apprenticeship 321 Program and CaroMont Health. This collaboration allows medical assisting students to gain valuable, paid on-the-job experience while completing their studies, meeting the growing demand for skilled medical assistants in our community and supporting local healthcare workforce needs. Through this apprenticeship, students are well-prepared for entry-level roles upon graduation, ensuring a smooth transition from classroom to career.

	Explanation
	The Medical Assisting Program meets with its Advisory Committee annually during the spring semester. This committee offers valuable guidance on curriculum development, program admission criteria, and continuing education opportunities for local medical assistants. Each year, the program shares its annual report to the accrediting agency, along with average graduate certification scores and pass rates, with the committee. The Advisory Committee's feedback consistently affirms the high standards of the program and the excellence of its graduates.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	Gaston College Medical Assisting graduates take the American Association of Medical Assistants (AAMA) certification exam, recognized as the gold standard in the field. Our graduates have achieved an impressive 100% pass rate on this national certification exam in 2022 and 2023, significantly surpassing the 58% national average. Local healthcare organizations actively seek to hire our graduates, consistently impressed by their high level of knowledge and practical skills. Additionally, our marketing efforts through social media have effectively showcased the program's quality and the accomplishments of our graduates, further strengthening our reputation in the community.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Medical Assisting (45400)	**46.62**	**25.91**	**22.19**	**38.56**	**59.91**

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Medical Assisting & Phlebotomy	$526,590.54	106.6	$405,143.26	($121,447.28)	76.5	$344,153.61	($182,436.93)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	With increased enrollment and a restructuring of faculty roles, the program is highly viable and essential to meet the growing demand for medical assistants in our community. A new hospital and outpatient physician pavilion are opening soon, and we have been contacted for helping staff the outpatient offices.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	We have many partnerships with major healthcare organizations and independent organizations providing students with hands-on practicum experiences. These clinical placements not only give students practical experience but also strengthen job placement opportunities after graduation. Our partnership with local high schools allows students interested in healthcare to gain early exposure to the field. Students from the Academy are encouraged to continue their education in the Medical Assisting Program at Gaston College after high school graduation, creating a seamless educational pathway. Our apprenticeship program has developed an apprenticeship cohort that enables students to gain work experience while earning their degree. This initiative, which has received positive feedback from CaroMont, supports student learning and retention while meeting the demand for skilled medical assistants in the community. We actively participate in SkillsUSA allows students to showcase their skills at state and national levels, enhancing both the program's visibility and its reputation for excellence. SkillsUSA not only builds students' confidence but also connects them with industry professionals and potential employers.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Medical Assisting Program submits an Annual Report Form (ARF) each year, with outcome data published on the college website. These outcomes offer valuable insights into the program's success, providing both the program and the community with a transparent view of achievements and areas of accountability. The most recent ARF was submitted in February 2023 and was accepted from MAERB (Medical Assisting Education Review Board) without any errors.

Curriculum Map – A45400 and D45400 Medical Assisting

Course	PLO1	PLO2	PLO3	PLO4
	Plan community health projects to encourage and enhance community health and wellness.	Plan, develop, and conduct patient education activities.	Function in the role of patient advocate to assist patients, survivors, and caregivers within the health care system.	Participate in and coordinate networking opportunities within the health care community.
MED 276	I, D, M	I, D, M	I, D, M	I, D,M

The following eight Program Learning Outcomes are for the D45400 curriculum that transfers into the Associate Degree.

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	Communicate effectively as a health care professional to a diverse population.	Perform administrative competencies related to the practice of medical assisting utilizing necessary computer applications when applicable. n, develop, and conduct patient education activities.	Perform clinical competencies related to the practice of medical assisting.	Perform laboratory procedures related to the physician's office laboratory.	Implement legal and ethical concepts in the medical office setting.	Demonstrate knowledge of biological sciences, medical terminology and disease processes.	Demonstrate knowledge of management skills relevant to the medical office setting.	Apply clinical, administrative and laboratory skills in the office setting and function as an entry-level health care professional.
MED 110								
MED 121			I	I		I		
MED 122	I	I	I	I		D		
MED 140			D		D	D		
MED 130	D	D			D	D		
MED 131			D	D	D	D	I, D	
MED 150	D	D	D	D	D	D		

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	Communicate effectively as a health care professional to a diverse population.	**Perform administrative competencies related to the practice of medical assisting utilizing necessary computer applications when applicable. n, develop, and conduct patient education activities.**	**Perform clinical competencies related to the practice of medical assisting.**	**Perform laboratory procedures related to the physician's office laboratory.**	**Implement legal and ethical concepts in the medical office setting.**	**Demonstrate knowledge of biological sciences, medical terminology and disease processes.**	**Demonstrate knowledge of management skills relevant to the medical office setting.**	**Apply clinical, administrative and laboratory skills in the office setting and function as an entry-level health care professional.**
MED 240		D			D	D		
MED 118			D	D	I			
MED 272	D	D		D		D		
MED 262			D		D			
MED 264		D			D	D		
MED 260	D	D	D	D	M	M	M	I, D, M

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

Program Learning Outcomes - A45400 Medical Assisting

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
1.	Plan community health projects to encourage and enhance community health and wellness.	Students will demonstrate competency in the ability to communicate through role play scenarios by using a faculty driven rubric to evaluate student performance on project.	Students will create a group presentation to work together as a healthcare team to determine the best resources for their given patient scenario	Summer 2023 Mean: 93% Mean of Completers:93% Range 80-100% N: 20	Benchmark met and exceeded	No areas for improvement indicated.	No changes are needed.	Continue to research community resources for student awareness.
2.	Plan, develop, and conduct patient education activities.	Faculty will observe and grade students on patient education using a rubric.	On average, students will earn at least 80% on this artifact.	Summer 2023 Mean 90% Mean of completers: 90% Range 80-100% N: 20	Benchmark met and exceeded	Faculty will create more patient education scenarios for real-life practice	No changes are needed.	Continue to research community resources for student awareness.
3.	Function in the role of patient advocate to assist patients, survivors, and caregivers within the	Faculty will observe and grade students on role play assisting patients,	On average, students will earn at least 90% on this artifact.	Summer 2023 Mean: 90% Mean of Completers: 90% Range 80-100% N:20	Benchmark met and exceeded	Faculty will create more patient education scenarios for real-life practice	No changes are needed.	Continue to research community resources for student awareness.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
	health care system.	survivors, and caregivers.						
4.	Participate in and coordinate networking opportunities within the health care community.	Faculty will observe and grade students networking within the health care community.	On average, students will earn at least 85% on this artifact.	Summer 2023 Mean: 85% Mean of Completers: 85% Range: 80-100% N: 20	Benchmark met and exceeded	Faculty will create more patient education scenarios for real-life practice	No changes are needed.	Continue to research community resources for student awareness.

Program Learning Outcomes A45400/D45400 Medical Assisting

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Communicate effectively as a health care professional to a diverse population.	Students will demonstrate competency in the ability to communicate through role play scenarios by using a faculty driven rubric to evaluate student performance on communication in MED 240.	On average, students will earn at least 90% on this artifact.	Spring 2024 Diploma Mean:100% Mean of Completers: 100% Range: 80%-100% n: 24	Students were able to achieve 100% on this outcome Currant scenarios are proven successful and will be used for evaluations	No changes at this time.	Scores remained the same as the previous year reaffirming the delivery of the outcome was necessary and successful.	Continue to create environments and lab learning activities that provide opportunities for students to engage in critical thinking. Provide a risk-free diverse and belonging environment to improve patient safety and student awareness
2.	Perform administrative competencies related to the practice of medical assisting utilizing	Faculty will observe and grade students on administrative competencies by using a rubric for role	On average, students will earn at least 80% on this artifact.	Spring 2024 diploma Mean: 94% Mean of Completers: 94% Range: 84% - 100% n: 24	Students were able to achieve 94% or greater on this outcome Simulation with part manual	More simulation activities were introduced, and students had a better understanding of topics with a	Administrative instructor working always working with other faculty to develop scenarios for student real	Continue with simulation and hands on skills with EHR online simulation

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	necessary computer applications when applicable.	play project in MED 130 which incorporates manual and computer applications.			application and part computer application. Based on rubric grading	hands-on approach.	life experience. Changing to a new EHR simulation online for student success and understanding	
3.	Perform clinical competencies related to the practice of medical assisting.	Faculty will observe and grade students on assisting with minor office surgery in MED 240.	On average, students will earn at least 90% on this artifact.	Spring 2024 Diploma Mean: 99% Mean of Completers: 99% Range: 94%-100% n: 24	Students were able to achieve 99% or greater on this outcome. Students have the skill evaluation check off list prior to coming to validate the skill	No changes at this time	Scores continue to exceed expectations and average mean.	Continue to provide quality training to keep this outcome above average standards. Will also assess minor office surgeries at our practicum sites to ensure we are teaching up to date technology for outpatient surgeries.
4.	Perform laboratory procedures related to the physician's office laboratory.	Faculty will observe and grade students performing blood collection in MED 150.	Student will achieve at least an 85% or higher on MED 150 venipuncture	Spring 2024 Diploma Mean: 99% Mean of Completers: 99% Range: 90%-100% n: 24	Students were able to achieve 95% or higher on this venipuncture outcome No	No change at this time.	New simulation venipuncture arms for a more real-life experience. Using pediatric simulation manikin for	Partner students for peer-to-peer review before the instructor performs the skill evaluation. Creating a Peer

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					change at this time.		practice on children.	Lab Coordinator for student success and teamwork strategies.
5.	Implement legal and ethical concepts in the medical office setting.	Faculty will assess students' knowledge through legally ethical concept scenarios in MED 118.	On average, students will earn at least 80% on this artifact.	Fall 2023 Diploma Mean: 100% Mean of Completers:100% Range:70%-100% n: 24	Students were able to achieve 100% on this outcome	No changes at this time.	No changes at this time	Continue to assess class average and achievement of this skill successfully. Add more discussion of case studies for class involvement.
6.	Demonstrate knowledge of biological sciences, medical terminology and disease processes	Faculty will assess students' knowledge through testing in MED 122	On average, students will earn at least 70% on this artifact.	Fall 2023 Diploma Mean: 90% Mean of Completers: 90% Range: 69%-100% n: 26	Students were able to achieve 90% or greater on this outcome for the MED 122 Unit Exam	Encourage students to use the Learning Center on campus for tutoring and make study groups with peers	Scores increased from previous year. We also used a new software, connect, to increase learning and application of topics in Medical Terminology.	Continue to implement interactive ways of learning and retaining online medical terminology topics.
7.	Demonstrate knowledge of management skills relevant to	Faculty will assess students' knowledge	Students will achieve at least an 80% on class	Spring 2023 Diploma Mean: 87% Mean of	Students were able to achieve 90% or greater on	No change at this time.	More real-world simulation	Continue to assess class average and achievement of

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	the medical office setting.	through the use of project simulation in completing an incident report based on a scenario in MED 131.	project, incident report utilizing scenario.	Completers: 95% Range: 0%-100% n: 24	this outcome for knowledge of management skill		trainings implemented.	this benchmark and provide continuous real-life scenarios for practice and proficiency.
8.	Apply clinical, administrative and laboratory skills in the office setting and function as an entry-level health care professional.	Faculty and clinical practice staff will work to assess student's ability to function at entry level.	Student will achieve at least an 90% on their practicum evaluation in MED 260	Summer 2022 Diploma Mean:100% Mean of Completers: 100% Range: 89%-99% n:24	Students exceeded entry level expectations in performing medical assisting skills in the clinical/administrative areas of the medical office.	Keep clear communication with office staff to assure that practicum evaluations are accurately reflecting the student's externship performance in the clinical setting.	Adequate training of preceptors in the office to provide honest feedback will allow for student to grow in ability	Program Coordinator will continue to provide a practicum orientation to each office manager/preceptor participating in clinical practicum to ensure that practicum evaluations are accurately reflecting the student's performance in clinical externship.

Program Review – A45110 Associate Degree Nursing

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Phonzie Childers
Program Code(s)/Name(s): Associate Degree Nursing
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45110 Associate Degree Nursing**
- **A45110PN Associate Degree Nursing**
- **A45110RN Associate Degree Nursing**
- **C45110A Associate Degree Nursing**
- **C45110B Associate Degree Nursing**

SECTION I: EXECUTIVE SUMMARY

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

- ***Strengths:*** Strong administrative and community support. Strong NCLEX pass rate.
- ***Areas for Improvement:*** Increase retention of students who begin each ADN cohort. Increase retention of full-time faculty. Improvement in processes by creating standard workflows and master courses that follow the NC concept-based nursing curriculum.
- ***Needs:*** Increase number of full-time faculty. Propose student success coach model.
- ***Actions:*** Identify top five goals for the ADN program and create standard workflows to support the goals.

SECTION II: PROGRAM DATA

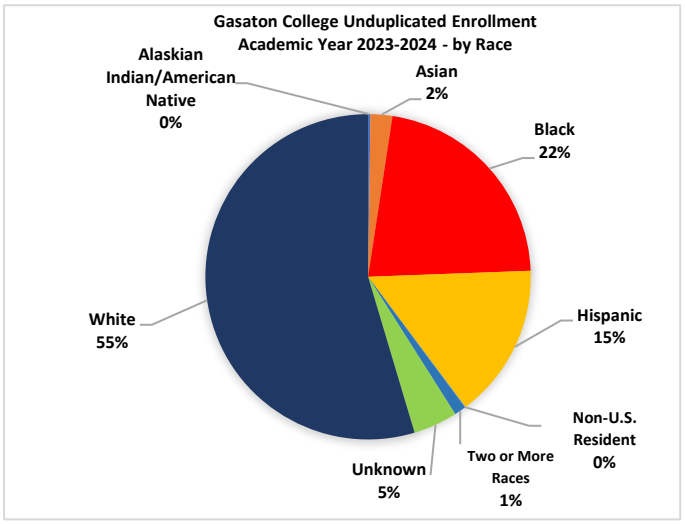
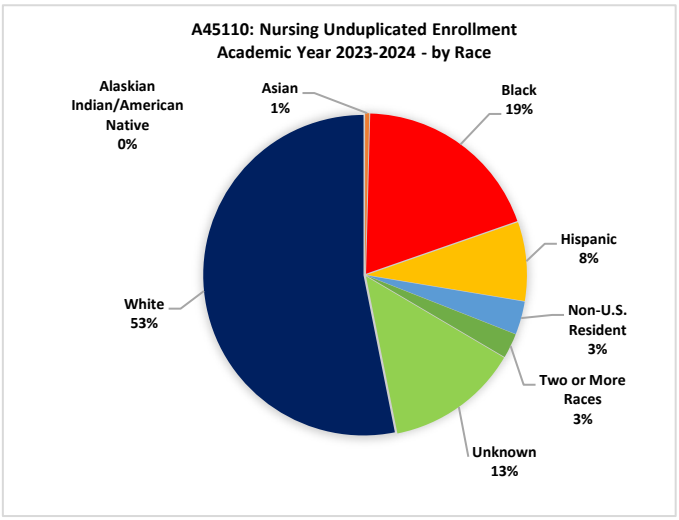
Program Enrollments

Academic Year 2023-2024 Unduplicated	A45110	A45110PN	A45110RN	C45110A	C45110B
American Indian/Alaska Native	0	0	0	0	0
Asian	0	1	0	0	0
Black	0	18	13	9	6
Hispanic	0	2	8	5	4
Non-U.S. Resident	0	1	3	2	2
Two or More Races	0	2	3	0	1
Unknown	0	6	15	5	6
White	2	22	53	28	22
Grand Total	**2**	**52**	**95**	**49**	**41**

Entry – Program Enrollment

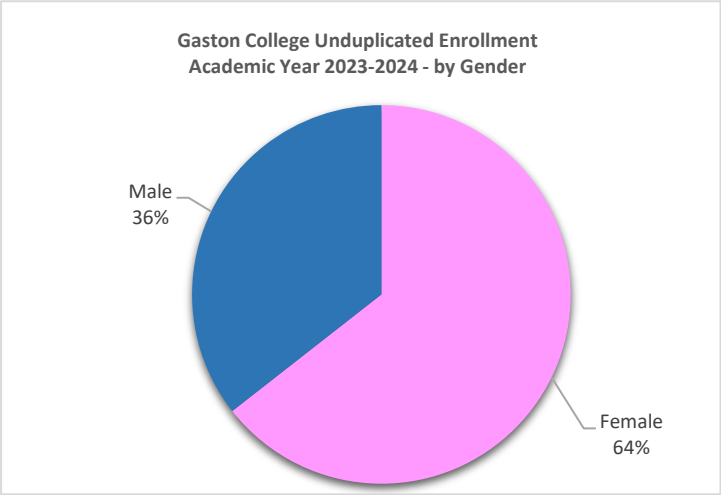
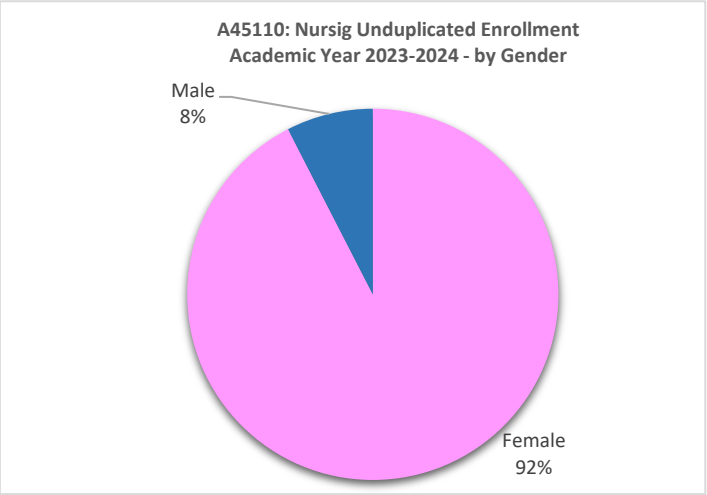
	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Program enrollment remains steady. The Associate Degree Nursing program is a full-time selective admission program with a point system administered by an application management system. We routinely have more applicants than available spots. Additionally, Apprenticeship 321 numbers have increased in the program. The program is set up using the state curriculum standard and is equivalent to neighboring institutions. Gaston College Admissions coordinates tours of the nursing program areas so that prospective students can see what we offer to our community. Numerous information sessions are held throughout the year. The nursing program reviews current nursing education literature and NC Board of Nursing recommendations to ensure our program is second to none. The nursing program also relies on input from advisory committee members, clinical partners, and students.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A45110 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the NUR program at GC? Identify strategies for enrollment growth.	For this past reporting cycle, the program is closely aligned with the college-wide demographics. Students may leave the college service area to attend other schools due to the selective admission process. **Cleveland CC** had **120** (new and recurring students for Spring 2024); however, **3** from Lincoln & **20** from Gaston students were from our service area have enrolled in the NUR program at CCC. 3+20 = 23. An opportunity for program growth. **Catawba Valley CC** had **99** (new and recurring students for Spring 2024); however, **3** from Lincoln & **7** from Gaston students were from our service area have enrolled in the NUR program at CVCC. 3+7 = 10 An opportunity for program growth. **Central Piedmont CC** had **187** (new and recurring students Spring 2024); however, **2** from Lincoln & **6** from Gaston totaling **8** students from our service area. 2 + 6 = 8 The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

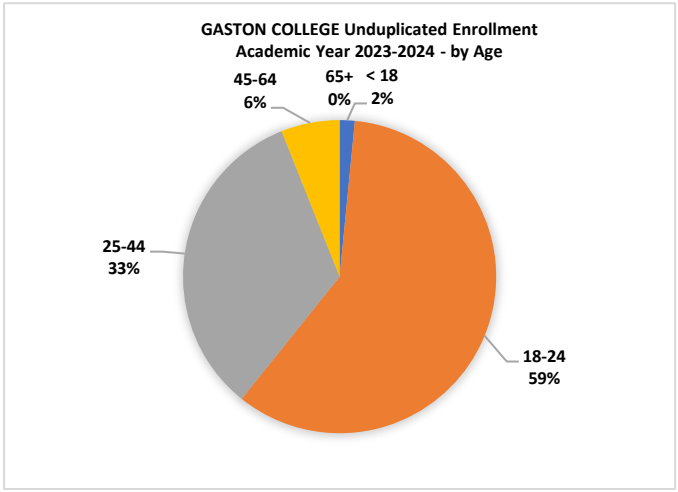
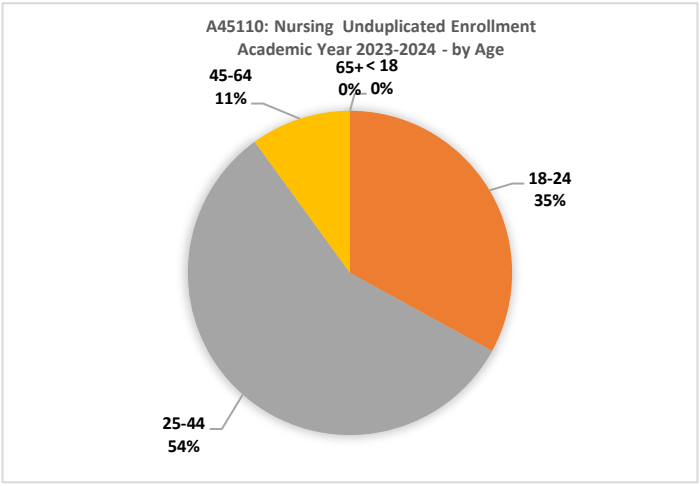
Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	For this past reporting cycle, the program is closely aligned with the college-wide demographics. Enrollment is done through an online application management platform with a point system that removes possible unconscious bias. Retention efforts are made through individual meetings, tutoring, support services, and an educational software provider that monitors academic performance, attendance, and engagement.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Compared to the college-wide demographics in regards to gender, the Practical Nursing program is 92% female, compared to 64% female college-wide. This is not unusual in academic nursing programs and in the field. Nursing has traditionally been associated with women; however, we are making attempts to attract men and move beyond the traditional gender roles in nursing. We have targeted marketing, promote inclusivity, and have hired our first male full-time nursing faculty member.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The ADN program has a higher percentage of students in the 25-44 and 45-64 age groups compared to the college-wide demographics. One factor to explain the difference is that many students choose nursing as a second career. Additionally, the bridge program requires students to already be a Practical Nurse.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Nursing	**627**	**122**	**5**	**256.7**	**$1,298,883.64**
NUR-101	85	31	3	50.5	$256,660.85
NUR-102	67	21	3	33.5	$170,365.59
NUR-103	54	6	9	25.3	$128,727.73
NUR-111	49	10	5	8.7	$44,231.48
NUR-112	35	7	5	9.8	$50,060.78

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
NUR-113	46	6	8	12.9	$65,794.17
NUR-114	49	12	4	13.8	$70,180.45
NUR-211	31	7	4	8.7	$44,339.55
NUR-212	46	6	8	12.9	$65,794.17
NUR-213	30	2	15	20.6	$104,889.26
NUR-214	51	4	13	9.6	$48,630.48
NUR-221	45	8	6	32.0	$156,239.08
Nurse Aide	24	4	6	7.5	$33,740.55
NAS-101	24	4	6	7.5	$33,740.55

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
NUR-101	**7%**	**71%**	**9%**	**0%**	**0%**	**0%**	**0%**	**0%**	**11%**	**2%**	**0%**	**89%**	**89%**	**2.97**	**100%**
Seated	7%	71%	9%	0%	0%	0%	0%	0%	11%	2%	0%	89%	89%	2.97	100%
NUR-102	**3%**	**81%**	**15%**	**0%**	**0%**	**0%**	**0%**	**0%**	**1%**	**0%**	**0%**	**99%**	**99%**	**2.88**	**100%**
Seated	3%	81%	15%	0%	0%	0%	0%	0%	1%	0%	0%	99%	99%	2.88	100%
NUR-103	**0%**	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.00**	**100%**
Seated	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
NUR-111	**10%**	**61%**	**10%**	**0%**	**0%**	**0%**	**0%**	**0%**	**18%**	**0%**	**0%**	**82%**	**82%**	**3.00**	**100%**
Seated	10%	61%	10%	0%	0%	0%	0%	0%	18%	0%	0%	82%	82%	3.00	100%
NUR-112	**0%**	**89%**	**9%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**97%**	**97%**	**2.91**	**100%**
Seated	0%	89%	9%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	2.91	100%
NUR-113	**2%**	**78%**	**17%**	**0%**	**0%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**98%**	**98%**	**2.84**	**100%**
Seated	2%	78%	17%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	2.84	100%
NUR-114	**6%**	**85%**	**4%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**100%**	**100%**	**3.02**	**100%**
Seated	6%	85%	4%	0%	0%	0%	0%	0%	0%	4%	0%	100%	100%	3.02	100%
NUR-211	**6%**	**87%**	**3%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**97%**	**97%**	**3.03**	**100%**
Seated	6%	87%	3%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.03	100%
NUR-212	**2%**	**72%**	**24%**	**0%**	**0%**	**0%**	**0%**	**0%**	**2%**	**0%**	**0%**	**98%**	**98%**	**2.78**	**100%**
Seated	2%	72%	24%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	2.78	100%
NUR-213	**0%**	**77%**	**23%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**2.77**	**100%**
Seated	0%	77%	23%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	2.77	100%
NUR-214	**2%**	**82%**	**10%**	**0%**	**0%**	**0%**	**0%**	**0%**	**6%**	**0%**	**0%**	**94%**	**94%**	**2.92**	**100%**

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Hybrid	2%	82%	10%	0%	0%	0%	0%	0%	6%	0%	0%	94%	94%	2.92	100%
NUR-221	**0%**	**82%**	**13%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**4%**	**0%**	**100%**	**100%**	**2.86**	**100%**
Hybrid	0%	82%	13%	0%	0%	0%	0%	0%	0%	4%	0%	100%	100%	2.86	100%
NUR-223	**3%**	**90%**	**3%**	**0%**	**0%**	**0%**	**0%**	**0%**	**5%**	**0%**	**0%**	**95%**	**95%**	**3.00**	**100%**
Hybrid	3%	90%	3%	0%	0%	0%	0%	0%	5%	0%	0%	95%	95%	3.00	100%
NAS-101	**46%**	**33%**	**0%**	**0%**	**4%**	**0%**	**0%**	**0%**	**17%**	**0%**	**0%**	**79%**	**79%**	**3.40**	**95%**
Seated	46%	33%	0%	0%	4%	0%	0%	0%	17%	0%	0%	79%	79%	3.40	95%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	The sequence of the general education courses will be evaluated (co-requisite versus pre-requisite). Course success rates for the Practical Nursing courses are evaluated with a "B" or higher, compared to the college definition of "C+". In each subsequent nursing course, the course success rate improves. Courses are reviewed and identified during curriculum review committee meetings.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program's core course requirements are in line with the state curriculum standards. The program is reviewed annually. Curriculum revisions are not anticipated in the next two years. Clinical experiences are part of the ADN curriculum. Apprenticeship opportunities are available.
<u>Modality</u>:	The day traditional ADN program is taught in a traditional/seated delivery method, including lectures, labs,

	Explanation
How does the program ensure they are choosing the best delivery methods? Consider course success rates by modality. Include Quality Matters and online training information here	simulation, and clinicals. The evening ADN bridge program (LPN to RN) is a hybrid program with online and seated components. Faculty in the bridge program complete distance education training. Both full-time faculty members have taken Association of College and University Educators (ACUE) courses on effective online instruction.
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	The ADN program always meets enrollment goals and consistently has a waitlist of potential students. The withdrawal rates are higher than the college averages. Strategies have been identified: medical math, longer orientation, student tutors, and success coaches.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Positive comments: • Instructors care about the students • Flexibility • Enjoy clinical experiences and simulation Negative comments: • Students want to see test questions • Students would like to select their preceptors Student evaluations are used to identify strengths and weaknesses. Patterns in the evaluations can trigger programmatic modifications.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A45110 Associate Degree Nursing	A45110	DNA	DNA
A45110PN Associate Degree Nursing	A45110PN	DNA	100%
A45110RN Associate Degree Nursing	A45110RN	75%	0%
C45110A Associate Degree Nursing	C45110A	0%	DNA
C45110B Associate Degree Nursing	C45110B	0%	DNA
A45110 Associate Degree Nursing	A45110	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	Strategies to improve retention: • Review Information Sessions to ensure that rigor of program is explained along with the support Gaston College has available. • Review Orientation Sessions to ensure that the rigor of program is explained along with the support Gaston College has available. • Director of Nursing to meet with student(s) who withdraw to discuss readmission process. • Employ student tutors • Create success coach model/position • Employ math tutor for medical math and dosage calculations

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A45110 Associate Degree Nursing	A45110	0	0	0	0
A45110PN Associate Degree Nursing - PLN to RN Bridge	A45110PN	0	0	33	33
A45110RN Associate Degree Nursing	A45110RN	0	0	23	23
C45110A Associate Degree Nursing - Foundations of Nursing I	C45110A	7	38	1	46
C45110B Associate Degree Nursing Foundations of Nursing II	C45110B	4	3	32	39
Grand Total		**11**	**41**	**89**	**141**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A45110 Associate Degree Nursing	A45110	30	39	2	0
A45110PN Associate Degree Nursing	A45110PN	41	36	26	33
A45110RN Associate Degree Nursing	A45110RN	0	0	23	23
C45110A Associate Degree Nursing	C45110A	211	171	88	46
C45110B Associate Degree Nursing	C45110B	204	141	93	39
	Grand Total	**486**	**387**	**232**	**141**

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	Strategies to improve retention: • Review Information Sessions to ensure that rigor of program is explained along with the support Gaston College has available. • Review Orientation Sessions to ensure that the rigor of program is explained along with the support Gaston College has available. • Director of Nursing to meet with student(s) who withdraw to discuss readmission process. • Employ student tutors • Create success coach model/position • Employ math tutor for medical math and dosage calculations

Employment Data: Registered Nursing

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	1,747	1.2%	241	12%	$79,000
Lincoln	378	1.1%	60	20%	$77,900
***Charlotte**	23,908	1.2%	3,482	15%	$86,700

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

Employment Data: Nursing Assistants

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	965	3.3%	308	1.2%	$35,200
Lincoln	257	3.1%	89	1.9%	$34,700
***Charlotte**	12,157	3.5%	4,008	1.5%	$38,300

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Registered Nursing

Registered Nurses

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

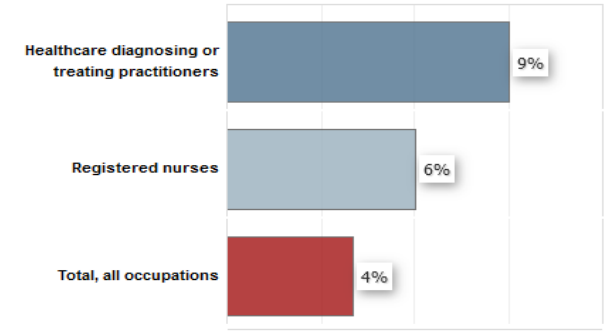
Employment of registered nurses is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations.

About 194,500 openings for registered nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Demand for healthcare services will increase because of the large number of older people, who typically have more medical problems than younger people. Registered nurses also will be needed to educate and care for patients with chronic conditions, such as diabetes and obesity.

Job growth is expected across most types of healthcare settings, including hospitals and outpatient care centers that provide same-day services, such as chemotherapy, rehabilitation, and surgery. In addition, because many older people prefer to be treated at home or in residential care facilities, registered nurses will be in demand in those settings.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for registered nurses, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Registered nurses	29-1141	3,300,100	3,497,300	6	197,200	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay

State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-6

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Nursing Assistants

Nursing Assistants and Orderlies

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

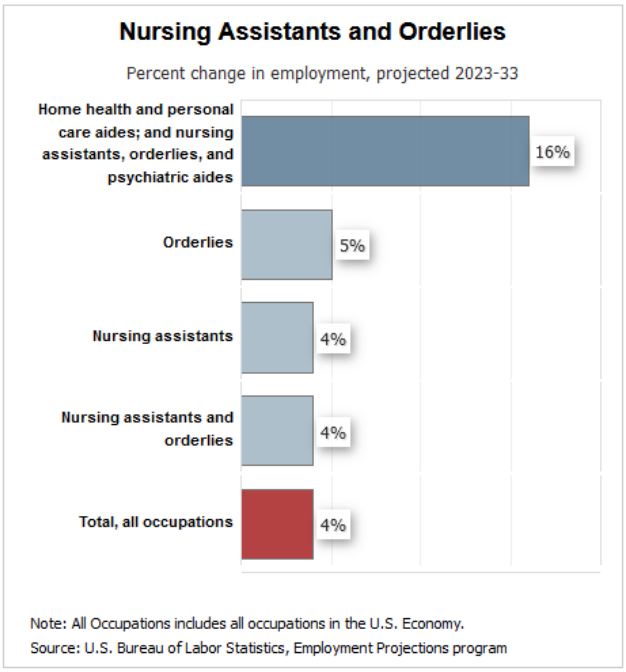
Overall employment of nursing assistants and orderlies is projected to grow 4 percent from 2023 to 2033, about as fast as the average for all occupations.

About 216,200 openings for nursing assistants and orderlies are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

As the baby-boom population ages, nursing assistants and orderlies will be needed to help care for an increasing number of older people who have chronic or progressive diseases, such as heart disease and diabetes.

Demand for nursing assistants may be constrained by financial pressures on nursing homes, which might lead some facilities to close or reduce staff. However, increased opportunities are expected in home- and community-based settings as patient preferences and shifts in federal and state funding generate demand for care in these settings.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for nursing assistants and orderlies, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Nursing assistants and orderlies	—	1,469,400	1,534,000	4	64,700	—
Nursing assistants	31-1131	1,419,400	1,481,800	4	62,400	Get data
Orderlies	31-1132	50,000	52,200	5	2,300	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/nursing-assistants.htm#tab-6

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New Search

Registered Nurses

Show More

Help

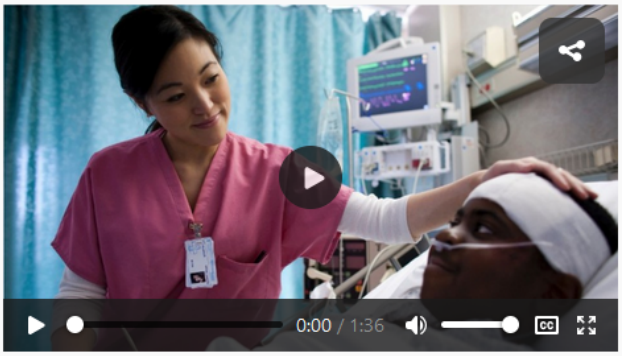
Description: what do they do?

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.

Also known as:

Certified Operating Room Nurse (CNOR), Charge Nurse, Emergency Department RN (Emergency Department Registered Nurse), Oncology RN (Oncology Registered Nurse), Operating Room Registered Nurse (OR RN), Psychiatric RN (Psychiatric Registered Nurse), Relief Charge Nurse, School Nurse, Staff Nurse, Staff RN (Staff Registered Nurse)

Career video



View transcript

Projected employment

North Carolina	United States
106,190 2020 Employment	3,300,100 2023 Employment
123,650 2030 Employment	3,497,300 2033 Employment
16% Percent change	6% Percent change
7,930	194,500

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Rapid Growth; Numerous Job Openings

Find job openings

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Registered%20Nurses&onetcode=29-1141.00&location=28034

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New Search

Nursing Assistants

Show More

Help

Description: what do they do?

Provide or assist with basic care or support under the direction of onsite licensed nursing staff. Perform duties such as monitoring of health status, feeding, bathing, dressing, grooming, toileting, or ambulation of patients in a health or nursing facility. May include medication administration and other health-related tasks. Includes nursing care attendants, nursing aides, and nursing attendants.

Also known as:

Certified Medication Aide (CMA), Certified Nurse Aide (CNA), Certified Nurses Aide (CNA), Certified Nursing Assistant (CNA), Licensed Nursing Assistant (LNA), Nurses' Aide, Nursing Aide, Nursing Assistant, Patient Care Assistant (PCA), State Tested Nursing Assistant (STNA)

Career video

View transcript

Projected employment

North Carolina	United States
55,650 **2020 Employment**	1,419,400 **2023 Employment**
62,060 **2030 Employment**	1,481,800 **2033 Employment**
12% **Percent change**	4% **Percent change**
8,970	208,600

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Projected to have a large number of job openings

Find job openings

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Nursing%20Assistants&onetcode=31113100&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	ADN graduates that pass NCLEX have a 100% job placement rate.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	This program is an integral part of the Gaston County community and the surrounding areas. Providing a diverse nursing workforce is also important to this community. Studies show that people living in a community are more likely to visit healthcare providers who are representative of their race, ethnicity, and gender. The nursing shortage was predicted before the pandemic, which exacerbated the problem. The critical shortage is due to a combination of factors including an aging population, increased need for healthcare services, and job burnout of current employees. We are doing our part to meet the growing demand for nurses.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	Healthcare systems, including CaroMont Health and Atrium Health depend on qualified ADN graduates to enter the nursing workforce as experienced nurses are retiring and leaving the workforce. Nursing employment opportunities are expected to continue to grow. Upon graduation, all students can work in the service area. There are more jobs available than graduates. The advisory board plays a critical role in supporting and guiding the program. The board is very active in sharing industry updates, hospital needs, and helping with curriculum. Additionally, the advisory board helps with supplies and equipment as needed.
Uniqueness: What do we do that sets us apart from neighboring institutions?	Excellent facilities for classroom, lab, and simulation experiences for students, utilizing several low, medium, and high-fidelity simulators. Committed faculty who spend considerable amount of time reaching out to students to assist in their success.

	Explanation
How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The nursing department holds informational sessions throughout the year to gauge interest in the nursing programs. The nursing program benefits from experienced advisors and recruiters who may be the first contact for students.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Associate Degree Nursing (45110)	165.26	153.94	161.13	149.16	148.35

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Associate Degree Nursing	$1,575,471.77	264.4	$1,336,373.65	($239,098.12)	215.5	$1,095,933.87	($479,537.90)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Nursing programs have historically cost more than other programs due to equipment and supplies in order to provide real-life experiences for students in a safe environment. The PN program and ADN programs share classrooms, labs, and simulation teaching/practice areas. The nursing programs strives to utilize cost-saving practices.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	• CaroMont, Atrium and Abernathy Laurels Apprenticeship • CaroMont and Atrium Career Clubs • Gaston and Lincoln County School System

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Accreditation Commission for Education in Nursing (ACEN) did a site visit in September 2024. We are waiting for the results.

Curriculum Map – A45110 Associate Degree Nursing

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence	Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary health care team	Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment	Incorporate informatics to formulate evidence-based clinical judgments and management decisions	Implement caring interventions incorporating documented best practices for individuals in diverse settings.
NUR 111	I	I	I	I	I
NUR 112	D	D	D	D	D
NUR 113	D	D	D	D	D
NUR 114	D	D	D	D	D
NUR 211	D	D	D	D	D
NUR 212	D	D	D	D	D
NUR 213	M	M	M	M	M
NUR 214	I	I	I	I	I
NUR 221	D	D	D	D	D
NUR 223	M	M	M	M	M

Course	PLO6	PLO7	PLO8	PLO9
	Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles	Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes	Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies	Prioritize assessments and client-centered nursing interventions relevant to clinical decision making.
NUR 111	I	I	I	I
NUR 112	D	D	D	D
NUR 113	D	D	D	D
NUR 114	D	D	D	D
NUR 211	D	D	D	D
NUR 212	D	D	D	D
NUR 213	M	M	M	M

Course	PLO6	PLO7	PLO8	PLO9
	Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles	Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes	Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies	Prioritize assessments and client-centered nursing interventions relevant to clinical decision making.
NUR 214	I	I	I	I
NUR 221	D	D	D	D
NUR 223	M	M	M	M

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

Program Learning Outcomes - A45110 Associate in Nursing

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.	The faculty will evaluate all students *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #1: Practice professional*	80% of students in NUR 213 and NUR 223 will earn a level of Accomplished or Exemplary for EPSLO #1 on the clinical evaluation tool. Students in NUR 213 and 223 will achieve an average of 80% on questions included on the final exams for NUR 213 (36 questions) and NUR 223 (7	100% of students reached the level of accomplished or exemplary on their ability to demonstrate professional nursing behaviors incorporating personal responsibility and accountability for continued competence at the completion of NUR 213 and NUR 223. Tagged Final Exam Questions NUR 213: 75.85% Tagged Final Exam Questions NUR 223: 86.87% Aggregated data: 81.36%	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct relationship to the EPSLOs.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle. .	Assessment means changed for this cycle.	Incorporate more active classroom discussions/case studies on professional nursing behaviors that incorporate personal responsibility and accountability for continued competence.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		nursing behaviors incorporating personal responsibility and accountability for continued competence. The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on *EPSLO #1: Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence* through the application of knowledge on the final exam. For NUR 223, 7 out of the out of 100 questions on the	questions) in the EPLSO #1 category on ExamSoft.					

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		final exam are linked to the EPSLO #1 through the ExamSoft software program. For NUR 213, 36 questions out of the 100 on the final exam are linked to the EPSLO #1 through the ExamSoft software program.						
2	Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team.	The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During	80% of students in NUR 213 and NUR 223 will earn a level of Accomplished or Exemplary for EPSLO #2 on the clinical evaluation tool. 80% of the students in NUR 213 and NUR	100% of students reached the level of accomplished or exemplary on their ability to communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team at the completion of NUR 213 and NUR 223.	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Continue to review at end-of-course meetings

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #2: Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary healthcare team*.	223 will score at or above the national average on the QSEN competency of Teamwork and Collaboration for the NurseThink CJE Readiness Benchmark 1. Both groups complete the same assessment. There are 9 questions out of 100.	Students in NUR 213 and 223 scored an aggregated total of 82.55% which is greater than 90% of the national benchmark which is 69.31%.				
3	Integrate knowledge of the holistic needs of the individual to provide an	The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN*	80% of students in NUR 213 and NUR 223 will earn a level	100% of students in 2021-2024 reached the level of accomplished or exemplary on	The assessment mean was changed to direct measures that	Major improvements made this cycle. Assessment means will remain the	Assessment means changed for this cycle.	Faculty have discussed this assessment data and believe adding more learning activities

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	individual centered assessment.	*to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #3: Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.* The faculty will evaluate all NUR 213 and NUR 223	of Accomplished or Exemplary for EPSLO #3 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for NUR 213 (32 questions) and NUR 223 (17 questions) in the EPLSO #3 category on ExamSoft.	their ability to integrate knowledge of the holistic needs of the individual to provide an individual centered assessment at the completion of NUR 213 and NUR 223. Tagged Final Exam Questions in NUR 213: 75.31% Tagged Final Exam Questions in NUR 223: 79.01% Aggregated data for final exams questions: 77.16%	are specific and assess the students near or at the end of the program.	same for the next reporting cycle.		throughout the program to supplement the understanding of integrating the knowledge of holistic needs of the individual when providing an individual centered assessment will assist the understanding on the final exam in NUR 213 and 223.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		students on *EPSLO #3: Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment* through the application of knowledge on the final exam. For NUR 223, 17 out of the out of 100 questions on the final exam are linked to the EPSLO #3 through the ExamSoft software program. For NUR 213, 32 questions out of the 100 on the final exam are linked to the EPSLO #3 through the ExamSoft software program. Students will score 80% or higher on EPSLO #3 subgroup questions.						

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
4	Incorporate informatics to formulate evidence-based clinical judgments and management decisions.	The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #4: Incorporate informatics to formulate evidence-based*	80% of students in NUR 213 and NUR 223 will earn a level of Accomplished or Exemplary for EPSLO #4 on the clinical evaluation tool. Students in NUR 213 and NUR 223 will achieve an average of 80% on Lippincott Docucare Rubric utilizing informatics to chart on an individual in DocuCare	100% of students reached the level of accomplished or exemplary on their ability to incorporate informatics to formulate evidence-based clinical judgments and management decisions at the completion of NUR 213 and NUR 223. 100% of students in achieved an average of 80% on Lippincott Docucare Rubric utilizing informatics to chart on an individual in DocuCare (EHR) prior to preceptorship. T he rubric was added this academic year.	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	ADN faculty have determined it would benefit NUR 223 students to incorporate more informatics into simulation activities in NUR 214 and NUR 221 to prepare the student in NUR 223 to have a better understanding of how to use informatics to formulate evidence-based clinical judgments and management decisions.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		clinical judgments and management decisions. All NUR 213 and 223 students will satisfactorily demonstrate how to utilize informatics to chart on an individual in DocuCare (EHR) prior to preceptorship. Rubric uploaded to repository 5.1 called "Lippincott DocuCare Rubric." Students must score 80% or above on rubric. The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on *EPSLO #4: Incorporate informatics to*	(EHR) prior to preceptorship. Students will achieve an average of 80% on questions included on the final exams for NUR 213 (4 questions) and NUR 223 (3 questions) in the EPLSO #4 category on ExamSoft.	Students were required to repeat until the benchmark of 80% was achieved. Tagged Final Exam Question in NUR 213: 87.78% Tagged Final Exam Questions in NUR 223: 72.97% Aggregated data = 80.38%				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		formulate evidence-based clinical judgments and management decisions through the application of knowledge on the final exam. For NUR 223, 3 out of the out of 100 questions on the final exam are linked to the EPSLO #4 through the ExamSoft software program. For NUR 213, 4 questions out of the 100 on the final exam are linked to the EPSLO #4 through the ExamSoft software program. Students will score 80% or higher on EPSLO #4 subgroup questions.						
5	Implement caring interventions incorporating documented	The faculty will evaluate all students in *NUR 213: Complex Health Concepts*	80% of students in NUR 213 and NUR 223 will	100% of students in 2021-2024 reached the level of accomplished or exemplary on	The assessment mean was changed to direct	Major improvements made this cycle. Assessment means will	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	best practices for individuals in diverse settings.	and *NUR 223: LPN to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #5: Implement caring interventions incorporating documented best practices for individuals in diverse settings*.	earn a level of Accomplished or Exemplary for EPSLO #5 on the clinical evaluation tool. 80% of the students in NUR 213 and NUR 223 will score at or above the national average on the Clinical Judgement Measurement Model 5 – Take Action on the NurseThink Readiness CJE Benchmark I. Both groups	their ability to implement caring interventions incorporating documented best practices for individuals in diverse settings at the completion of NUR 213 and NUR 223. Students in NUR 213 and 223 scored an aggregated total of 69.53% which is greater than 90% of the national benchmark which is 67.77%.	measures that are specific and assess the students near or at the end of the program.	remain the same for the next reporting cycle.		

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		The faculty will evaluate the Clinical Judgement Measurement Model 5 – Take Action on the NurseThink CJE Readiness Exam benchmark administered in NUR 213 and NUR 223. There are 19 questions out of 100. Both groups complete the same assessment. *Students will score at or above the national average on the subgroup Clinical Judgement Measurement Model 5- Take Action.*	complete the same assessment. There are 19 questions out of 100.					
6	Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and	The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on their ability to	80% of students in NUR 213 and NUR 223 will earn a level of Accomplishe	100% of students in 2021-2024 reached the level of accomplished or exemplary on their ability to develop a teaching plan for	The assessment mean was changed to direct measures that are specific and assess the	Major improvements made this cycle. Assessment means will remain the same for the	Assessment means changed for this cycle.	The faculty teaching NUR 213 in 2023-2024 had not taught that course before. Those faculty plan to work with more seasoned NUR

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	learning principles	effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #6: Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles.* The faculty will evaluate all students in *NUR 213: Complex*	d or Exemplary for EPSLO #6 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for NUR 213 (17 questions) and NUR 223 (15 questions) in the EPLSO #6 category on ExamSoft.	individuals, and/or the nursing team, incorporating teaching and learning principles at the completion of NUR 213 and NUR 223. NUR 213 students were able to meet the ELA for developing and implementing a teaching plan regarding client education but were not able to meet the ELA when answering final exam questions relating to EPSLO #6. The faculty teaching NUR 213 in 2023-2024 had not taught that course before. Those faculty plan to	students near or at the end of the program.	next reporting cycle.		223 faculty to supplement their instruction on content related to EPSLO #6.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		Health Concepts and *NUR 223: LPN to ADN Concepts II* on *EPSLO #6: Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles* through the application of knowledge on the final exam. For NUR 223, 15 out of the out of 100 questions on the final exam are linked to the EPSLO #6 through the ExamSoft software program. For NUR 213, 17 questions out of the 100 on the final exam are linked to the EPSLO #6 through the ExamSoft software program. Students will score 80% or higher on EPSLO #6		work with more seasoned NUR 223 faculty to supplement their instruction on content related to EPSLO #6. Target Exam Questions NUR 213: 72.75% Targeted Exam Questions NUR 223: 80.54% Aggregated data: 76.65%				

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		subgroup questions.						
7	Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes	The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #7: Collaborate with*	80% of students in NUR 213 and NUR 223 will earn a level of Accomplished or Exemplary for EPSLO #7 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for NUR 213 (8 questions) and NUR 223 (10 questions)	100% of students in 2021-2024 reached the level of accomplished or exemplary on their ability to collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes at the completion of NUR 213 and NUR 223. Targeted Exam Questions NUR 213: 83.82% Targeted Exam Questions NUR 223: 87.03% Aggregated Data: 85.43%	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle. A significant increase in the number of students in NUR 213 that met the ELA for EPSLO # 7 was seen in 2023-2024. The NUR 213 faculty in made a conscious effort to focus on the need for the nurse to collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes in simulation exercises and preceptorship.	Continue to review at end-of-course meetings

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes. The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on *EPSLO #7: Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes* through the application of knowledge on the final exam. For NUR 223, 10 out of the out of 100 questions on the final exam are linked to the EPSLO	in the EPLSO #7 category on ExamSoft.					

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		#7 through the ExamSoft software program. For NUR 213, 8 questions out of the 100 on the final exam are linked to the EPSLO #7 through the ExamSoft software program. Students will score 80% or higher on EPSLO #7 subgroup questions.						
8	Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.	The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the	80% of students in NUR 213 and NUR 223 will earn a level of Accomplished or Exemplary for EPSLO #8 on the clinical evaluation tool. Students will achieve	100% of students in 2021-2024 reached the level of accomplished or exemplary on their ability to manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies at the completion	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Inconsistencies in meeting the ELA for EPSLO #8 through assessment of these concepts in the NUR 213 and NUR 223 final exam are seen. Both cohorts were able to meet the ELA in 2023-2024 when measured on the CJE Leadership Benchmark. Faculty in NUR 213 and NUR 223

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #8: Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies*. The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on *EPSLO #8: Manage health care for the individual using*	an average of 80% on questions included on the final exams for NUR 213 (14 questions) and NUR 223 (3 questions) in the EPLSO #8 category on ExamSoft.	of NUR 213 and NUR 223. Targeted Exam Questions NUR 213: 74.52% Targeted Exam Questions NUR 223: 71.17% Aggregated Data: 72.85%				to review the questions relating to EPSLO # 8 on the final exams for 2024-2025 for reliability of the questions.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		cost effective nursing strategies, quality improvement processes, and current technologies throu gh the application of knowledge on the final exam. For NUR 223, 3 out of the out of 100 questions on the final exam are linked to the EPSLO #8 through the ExamSoft software program. For NUR 213, 14 questions out of the 100 on the final exam are linked to the EPSLO #8 through the ExamSoft software program. Students will score 80% or higher on EPSLO #8 subgroup questions.						

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
9	Prioritize assessments and client-centered nursing interventions relevant to clinical decision making.	The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON RN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the capstone course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #9: Prioritize assessments and client-centered nursing*	80% of students in NUR 213 and NUR 223 will earn a level of Accomplished or Exemplary for EPSLO #9 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for NUR 213 (35 questions) and NUR 223 (26 questions) in the EPLSO #9 category	100% of students in 2021-2024 reached the level of accomplished or exemplary on their ability to prioritize assessments and client-centered nursing interventions relevant to clinical decision making at the completion of NUR 213 and NUR 223. Targeted Exam Questions NUR 213: 72% Targeted Exam Questions NUR 223: 80.46% Aggregated Data: 76.23%	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	NUR 223 met the ELA, but NUR 213 did not. The ADN faculty determined the need to reorganize the time prioritization simulation taught in NUR 212 to supplement the learning on prioritization and clinical decision making in NUR 213.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		interventions relevant to clinical decision making. The faculty will evaluate all students in *NUR 213: Complex Health Concepts* and *NUR 223: LPN to ADN Concepts II* on *EPSLO #9: Prioritize assessments and client-centered nursing interventions relevant to clinical decision making* through the application of knowledge on the final exam. For NUR 223, 26 out of the out of 100 questions on the final exam are linked to the EPSLO #9 through the ExamSoft software program. For NUR 213, 35 questions	on ExamSoft.					

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		out of the 100 on the final exam are linked to the EPSLO #9 through the ExamSoft software program. Students will score 80% or higher on EPSLO #9 subgroup questions.						

Program Review – D45660 Practical Nursing

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Paige Okon
Program Code(s)/Name(s): Practical Nursing
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **D45660 Practical Nursing (Diploma Only)**

SECTION I: EXECUTIVE SUMMARY

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

- ***Strengths:*** Strong administrative and community support. Strong NCLEX pass rate.
- ***Areas for Improvement:*** Increase retention of students who begin each PN cohort in the fall semester. Increase retention of full-time faculty. Improvement in processes by creating standard workflows and master courses that follow the NC concept-based nursing curriculum.
- ***Needs:*** Increase number of full-time faculty. Propose student success coach model.
- ***Actions:*** Identify top five goals for the Practical Nurse program and create standard workflows to support the goals.

SECTION II: PROGRAM DATA

Program Enrollments -

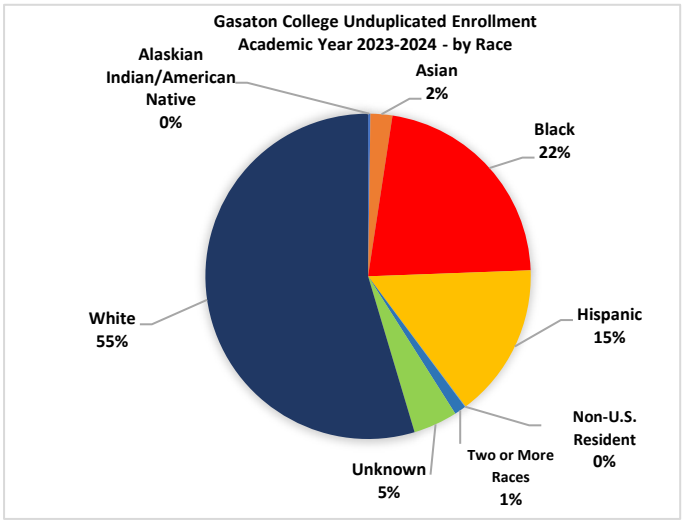
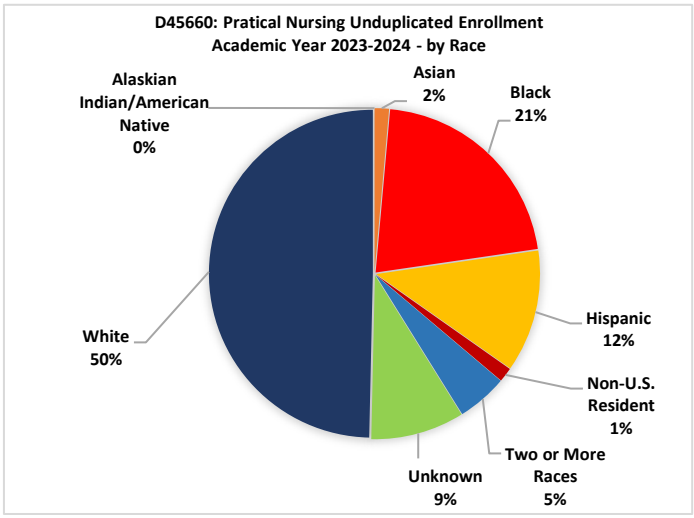
Entry – Program Enrollment

Academic Year 2023-2024 Unduplicated	D45660
American Indian/Alaska Native	0
Asian	2
Black	30
Hispanic	17
Non-U.S. Resident	2
Two or More Races	7
Unknown	13
White	70
Grand Total	**141**

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Program enrollment remains steady. Practical Nursing is a full-time selective admission program with a point system administered by an application management system. We routinely have more applicants than available spots. Additionally, Apprenticeship 321 numbers have increased in the Practical Nursing program. The program is set up using the state curriculum standard and is equivalent to neighboring institutions. Gaston College Admissions coordinates tours of the nursing program areas so that prospective students can see what we offer to our community. Numerous information sessions are held throughout the year. The nursing program reviews current nursing education literature and NC Board of Nursing recommendations to ensure our program is second to none. The nursing program also relies on input from advisory committee members, clinical partners, and students.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for D45660 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the PN program at GC? Identify strategies for enrollment growth.	For this past reporting cycle, the program is closely aligned with the college-wide demographics. Students may leave the college service area to attend other schools due to the selective admission process. **Cleveland CC** had **32** (new and recurring students for Spring 2024); however, **1** from Lincoln & **8** from Gaston students were from our service area have enrolled in the PN program at CCC. 1+8 = 9. An opportunity for program growth. **Catawba Valley CC** had **0** (new and recurring students for Spring 2024); however, **0** from Lincoln & **0** from Gaston students were from our service area have enrolled in the PN program at CVCC. No Practical Nursing program at CVCC. A possible opportunity for program growth. **Central Piedmont CC** had **18** (new and recurring students Spring 2024); however, **1** from Lincoln & **1** from Gaston totaling **2** students from our service area. 1 + 1 = 2

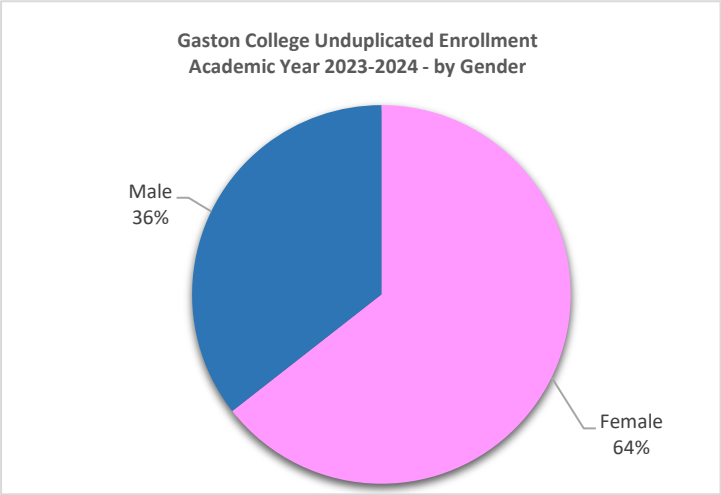
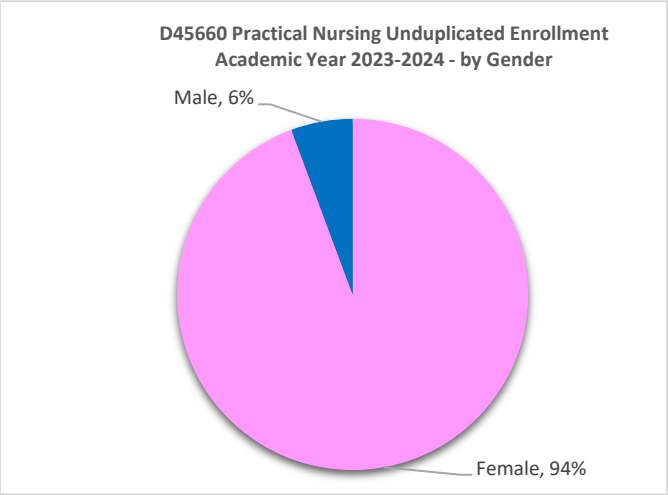
	Explanation/Narrative
	The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

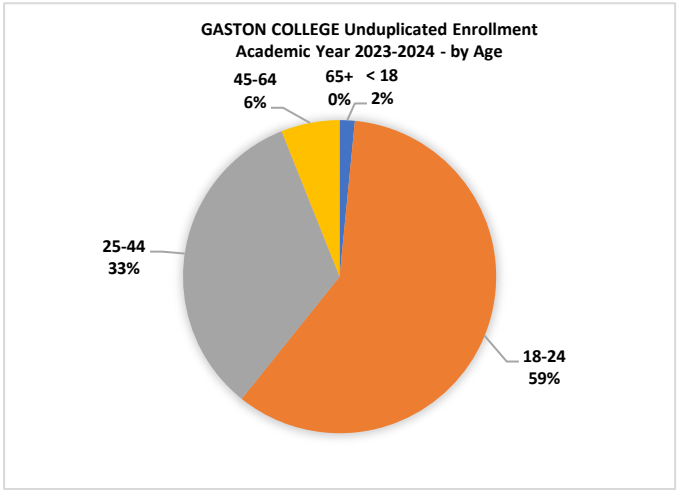
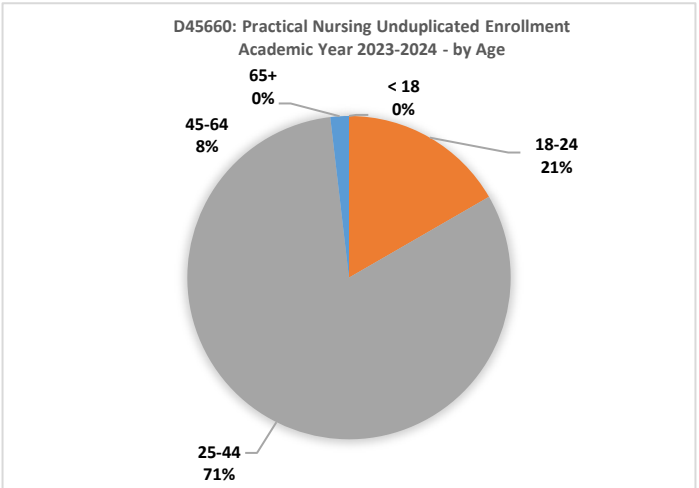
Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	For this past reporting cycle, the program is closely aligned with the college-wide demographics. Enrollment is done through an online application management platform with a point system that removes possible unconscious bias. Retention efforts are made through individual meetings, tutoring, support services, and an educational software provider that monitors academic performance, attendance, and engagement.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	Compared to the college-wide demographics in regards to gender, the Practical Nursing program is 94 % female, compared to 64% female college-wide. This is not unusual in academic nursing programs and in the field. Nursing has traditionally been associated with women; however, we are making attempts to attract men and move beyond the traditional gender roles in nursing. We have targeted marketing, promote inclusivity, and have hired our first male full-time nursing faculty member. Enrollment is done through an online application management platform with a point system that removes possible unconscious bias. Retention efforts are made through individual meetings, tutoring, support services, and an education software provider that monitors academic performance, attendance, and engagement.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	The Practical Nursing program has a higher percentage of students in the 25-44 age group compared to the college-wide demographics. One factor to explain the difference is that many students choose Practical Nursing as a second career. Older students also like the shorter program length. In fall 2025, we will enroll high school students in the Practical Nursing program.

Program Course Information (Fall 2023 and Spring 2024) Practical Nursing Program Courses

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Nursing (All Courses Total)	**627**	**122**	**5**	**256.7**	**$1,298,883.64**
NUR-101	85	31	3	50.5	$256,660.85
NUR-102	67	21	3	33.5	$170,365.59
NUR-103	54	6	9	25.3	$128,727.73
Subtotal of PN Only	206	58	15	109.3	$555,754.17

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated – Practical Nursing Program Courses

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
NUR-101	**7%**	**71%**	**9%**	**0%**	**0%**	**0%**	**0%**	**0%**	**11%**	**2%**	**0%**	**89%**	**89%**	**2.97**	**100%**
Seated	7%	71%	9%	0%	0%	0%	0%	0%	11%	2%	0%	89%	89%	2.97	100%
NUR-102	**3%**	**81%**	**15%**	**0%**	**0%**	**0%**	**0%**	**0%**	**1%**	**0%**	**0%**	**99%**	**99%**	**2.88**	**100%**
Seated	3%	81%	15%	0%	0%	0%	0%	0%	1%	0%	0%	99%	99%	2.88	100%
NUR-103	**0%**	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.00**	**100%**
Seated	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.00	100%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	The sequence of the general education courses will be evaluated (co-requisite versus pre-requisite). Course success rates for the Practical Nursing courses are evaluated with a "B" or higher, compared to the college definition of "C+". The first nursing course has the same withdrawal rate as the college; however; in the subsequent courses the withdrawal rate is minimal. Courses are reviewed and identified during curriculum review committee meetings.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities?	The program's core course requirements are in line with the state curriculum standards. The program is reviewed annually. Curriculum revisions are not anticipated in the next two years. Clinical experiences are part of the Practical Nursing curriculum. Apprenticeship opportunities are available.

	Explanation
If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	The Practical Nursing program is taught in a traditional/seated delivery method, including lectures, labs, simulation, and clinicals.
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	The Practical Nursing program always meets enrollment goals and consistently has a waitlist of potential students. During this assessment cycle, there was a day and evening cohort. Success and withdrawal rates are consistent with the college averages.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Positives: Students appreciate highly knowledgeable instructors who demonstrate a strong understanding of the course material. The student's feel instructors effectively apply curriculum content to real-life nursing situations, helping students grasp its relevance. Students appreciate the instructor's eagerness to help, present clear demonstrations, and ability to address weaknesses to enhance understanding. Students appreciate that teaching style is organized, straightforward, and engaging, incorporating personal experiences to make lessons more relatable. Students feel the instructor is approachable, dedicated, and provides timely feedback. Student's feel instructor motivates students, communicates clearly about course expectations, and ensures they are well-prepared for assessments. Negatives: Students feel that exam reviews for individual tests would enhance learning, increased in-class activities would make class time more engaging, and additional classroom plugs would improve convenience for computer charging. How Student Feedback is Being Used to Improve the Courses: The feedback highlights the program's strengths in making content understandable, addressing students' needs, and fostering engagement. Based on this, improvements could

	Explanation
	include incorporating more real-life applications, reinforcing complex topics through demonstrations, and maintaining clear communication. The program can address weaknesses and provide constructive feedback and guide course adjustments to ensure students receive targeted support. Additionally, recognizing the value of motivational approaches can help reinforce a positive learning environment, promoting student success. Based on student feedback, exam reviews for individual tests are being considered to enhance learning and better prepare students for assessments. Efforts are being made to incorporate more in-class activities to create a more engaging and interactive learning environment. Additionally, the need for more classroom plugs for computer charging has been acknowledged to improve student convenience and accessibility to digital resources.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
Practical Nursing (D45660)	**D45660**	17%	0%

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	Strategies to improve retention: • Review Information Sessions to ensure that rigor of program is explained along with the support Gaston College has available. • Review Orientation Sessions to ensure that the rigor of program is explained along with the support Gaston College has available. • Director of Nursing to meet with student(s) who withdraw to discuss readmission process. • Employ student tutors • Create success coach model/position • Employ math tutor for medical math and dosage calculations

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
Practical Nursing D45660 - Diploma	D45660	54	0	0	54
Practical Nursing (45660)		**54**	**0**	**0**	**54**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
D45660 Practical Nursing - Diploma	D45660	54	44	48	54
	Grand Total	**54**	**44**	**48**	**54**

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	The rigor of nursing programs is well known. Strategies to improve retention: • Review Information Sessions to ensure that rigor of program is explained along with the support Gaston College has available. • Review Orientation Sessions to ensure that the rigor of program is explained along with the support Gaston College has available. • Director of Nursing to meet with student(s) who withdraw to discuss readmission process. • Employ student tutors • Create success coach model/position • Employ math tutor for medical math and dosage calculations All students are employed upon successfully passing NCLEX.

Employment Data: Registered Nursing

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	1,747	1.2%	241	1.2%	$79,000
Lincoln	378	1.1%	60	2.0%	$77,900
***Charlotte**	23,908	1.2%	3,482	1.5%	$86,700

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

Employment Data: Nursing Assistants

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	965	3.3%	308	1.2%	$35,200
Lincoln	257	3.1%	89	1.9%	$34,700
***Charlotte**	12,157	3.5%	4,008	1.5%	$38,300

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Registered Nursing

Registered Nurses

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

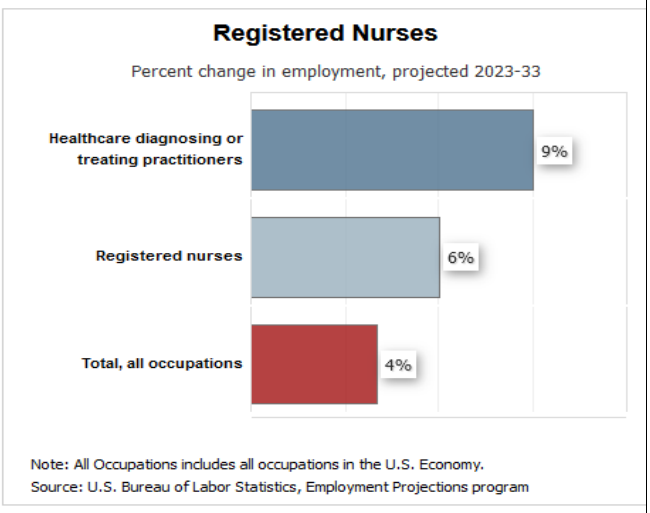
Employment of registered nurses is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations.

About 194,500 openings for registered nurses are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Demand for healthcare services will increase because of the large number of older people, who typically have more medical problems than younger people. Registered nurses also will be needed to educate and care for patients with chronic conditions, such as diabetes and obesity.

Job growth is expected across most types of healthcare settings, including hospitals and outpatient care centers that provide same-day services, such as chemotherapy, rehabilitation, and surgery. In addition, because many older people prefer to be treated at home or in residential care facilities, registered nurses will be in demand in those settings.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for registered nurses, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Registered nurses	29-1141	3,300,100	3,497,300	6	197,200	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/medical-assistants.htm#tab-6

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Nursing Assistants

Nursing Assistants and Orderlies

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

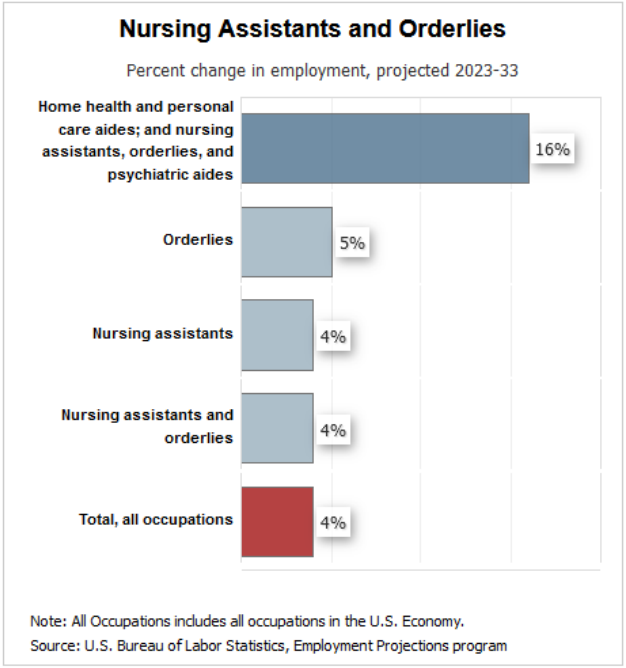
Overall employment of nursing assistants and orderlies is projected to grow 4 percent from 2023 to 2033, about as fast as the average for all occupations.

About 216,200 openings for nursing assistants and orderlies are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

As the baby-boom population ages, nursing assistants and orderlies will be needed to help care for an increasing number of older people who have chronic or progressive diseases, such as heart disease and diabetes.

Demand for nursing assistants may be constrained by financial pressures on nursing homes, which might lead some facilities to close or reduce staff. However, increased opportunities are expected in home- and community-based settings as patient preferences and shifts in federal and state funding generate demand for care in these settings.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for nursing assistants and orderlies, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Nursing assistants and orderlies	—	1,469,400	1,534,000	4	64,700	—
Nursing assistants	31-1131	1,419,400	1,481,800	4	62,400	Get data
Orderlies	31-1132	50,000	52,200	5	2,300	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/nursing-assistants.htm#tab-6

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New Search

Registered Nurses

Show More

Help

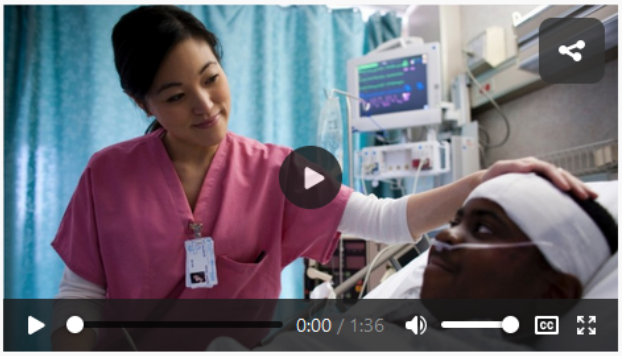
Description: what do they do?

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required.

Also known as:

Certified Operating Room Nurse (CNOR), Charge Nurse, Emergency Department RN (Emergency Department Registered Nurse), Oncology RN (Oncology Registered Nurse), Operating Room Registered Nurse (OR RN), Psychiatric RN (Psychiatric Registered Nurse), Relief Charge Nurse, School Nurse, Staff Nurse, Staff RN (Staff Registered Nurse)

Career video



View transcript

Projected employment

North Carolina	United States
106,190 **2020 Employment**	3,300,100 **2023 Employment**
123,650 **2030 Employment**	3,497,300 **2033 Employment**
16% **Percent change**	6% **Percent change**
7,930	194,500

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Rapid Growth; Numerous Job Openings

Find job openings

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Registered%20Nurses&onetcode=29-1141.00&location=28034

careeronestop
your source for career exploration, training & jobs

New Search

Nursing Assistants

Show More

Help

Description: what do they do?

Provide or assist with basic care or support under the direction of onsite licensed nursing staff. Perform duties such as monitoring of health status, feeding, bathing, dressing, grooming, toileting, or ambulation of patients in a health or nursing facility. May include medication administration and other health-related tasks. Includes nursing care attendants, nursing aides, and nursing attendants.

Also known as:

Certified Medication Aide (CMA), Certified Nurse Aide (CNA), Certified Nurses Aide (CNA), Certified Nursing Assistant (CNA), Licensed Nursing Assistant (LNA), Nurses' Aide, Nursing Aide, Nursing Assistant, Patient Care Assistant (PCA), State Tested Nursing Assistant (STNA)

Career video

View transcript

Projected employment

North Carolina	United States
55,650 **2020 Employment**	1,419,400 **2023 Employment**
62,060 **2030 Employment**	1,481,800 **2033 Employment**
12% **Percent change**	4% **Percent change**
8,970	208,600

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Projected to have a large number of job openings

Find job openings

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Nursing%20Assistants&onetcode=31113100&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	All Practical Nursing students receive job offers upon graduation and successfully passing the NCLEX. They all complete a minimum of 90 hours of Preceptorship, also known as Focused Client Care Experience by the NCBON during the Spring semester in order to assist them for entry level nursing upon successful passing of the PN-NCLEX.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	This program is an integral part of the Gaston county community and the surrounding areas. The average age of the entering nursing student is 25-44 years, which could indicate second career choices. Providing a diverse nursing workforce is also important to this community. Studies show that people living in a community are more likely to visit healthcare providers who are representative of their race, ethnicity, and gender. The nursing shortage was predicted before the pandemic, which exacerbated the problem. The critical shortage is due to a combination of factors including an aging population, increased need for healthcare services, and job burnout of current employees. We are doing our part to meet the growing demand for nurses.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	Upon graduation, all students can work in the service area. There are more jobs available than graduates. We have numerous community partners, including our local hospital systems, medical offices, county schools, and other higher education institutions. The advisory board plays a critical role in supporting and guiding the program. The board is very active in sharing industry updates, hospital needs, and helping with curriculum. Additionally, the advisory board helps with supplies and equipment as needed.
Uniqueness:	The Practical Nursing program at Gaston College offers a day and evening program. Healthcare apprenticeships at the

	Explanation
What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	College began with the Practical Nursing program and remain strong. The facilities are up to date including classrooms, lab, and simulation. The outreach regarding both program options, including the apprenticeship option is effective. Numerous information sessions are held each year, including sessions at local hospitals.

SECTION IV: CONNECTION
Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Practical Nursing (45660)	96.38	98.97	94.22	112.16	67.19

Program Financial Viability – Practical Nursing included in Nursing data below.

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Nursing	$1,575,471.77	264.4	$1,336,373.65	($239,098.12)	215.5	$1,095,933.87	($479,537.90)
Nurse Aide (Curriculum & Con. Ed.)	$721,185.22	81.8	$308,866.72	($412,318.50)	77.7	$349,552.10	($371,633.12)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	Nursing programs have historically cost more than other programs due to equipment and supplies in order to provide real-life experiences for students in a safe environment. The PN program and ADN programs share classrooms, labs, and simulation teaching/practice areas. The nursing programs strives to utilize cost-saving practices.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	• CaroMont, Atrium and Abernathy Laurels Apprenticeship • CaroMont and Atrium Career Clubs • Gaston and Lincoln County School System

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Accreditation Commission for Education in Nursing (ACEN) did a site visit in September 2024. We are waiting for the results.

Curriculum Map – D45660 Practical Nursing

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence	**Communicate professionally and effectively with individuals, significant support person(s), and members of the interdisciplinary health care team**	**Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment**	**Incorporate informatics to formulate evidence-based clinical judgments and management decisions**	**Implement caring interventions incorporating documented best practices for individuals in diverse settings.**
NUR 101	I	I	I	I	I
NUR 102	D	D	D	D	D
NUR 103	M	M	M	M	M

Course	PLO6	PLO7	PLO8	PLO9
	Develop a teaching plan for individuals, and/or the nursing team, incorporating teaching and learning principles	Collaborate with the interdisciplinary healthcare team to advocate for positive individual and organizational outcomes	Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies	Prioritize assessments and client-centered nursing interventions relevant to clinical decision making.
NUR 101	I	I	I	I
NUR 102	D	D	D	D
NUR 103	M	M	M	M

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

Program Learning Outcome - D455440 Practical Nursing

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
1	Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #1: Participate in*	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO #1 on the clinical evaluation tool. 80% of the students in NUR 103 will score at or above the national average on the standardized NurseThink Readiness Exam CJE	100% of students reached the level of accomplished or exemplary on their ability to participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential at the completion of NUR 103. NurseThink Readiness Exam Aggregated data = 65.05% NUR 103 students show consistent scores	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential. The faculty will evaluate all NUR 103 students on the standardized NurseThink Readiness Exam CJE; 18 out of 100 questions are linked to *EPSLO #1: Participate in evaluating the concepts of the holistic individual and client response in the promotion of health, wellness, illness, quality of life, and the achievement of potential.*	questions QSEN competency of patient-centered care (18 questions out of 100).	above the national average of 60.95% in their ability to apply their understanding of reinforcing or implementing a teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles.				

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
2	Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence.	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #2: Practice professional nursing behaviors, within the ethical-legal practice boundaries of the*	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO #2 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for NUR 103 (7 questions) in the EPLSO #2 category on ExamSoft.	100% of students reached the level of accomplished or exemplary on their ability to Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence at the completion of NUR 103. Tagged Final Exam Questions Aggregated Data 97.25% The average grade on questions relating to practicing	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct relationship to the EPSLOs.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		LPN, incorporating personal responsibility and accountability for continued competence. The faculty will evaluate all students in *NUR 103: Practical Nursing III* on *EPSLO #2: Practice professional nursing behaviors, within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence and the achievement of potential* through the application of knowledge on the final exam. There are seven questions out of 100 linked to		professional behaviors, within the legal within the ethical-legal practice boundaries of the LPN, incorporating personal responsibility and accountability for continued competence on the final exam for NUR 103 were greater than 80%.				

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		EPSLO #2 through the ExamSoft software program.						
3	Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness.	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet accomplished or exemplary on the evaluation tool *in providing evidence-based nursing care, from an established plan of care, based*	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO #3 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for NUR 103 (21 questions) in the EPLSO #3 category on ExamSoft.	100% of students reached the level of accomplished or exemplary on their ability to participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness at the completion of NUR 103. Tagged Exam Questions	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct relationship to the EPSLOs.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness. The faculty will evaluate all students in *NUR 103: Practical Nursing III* on *EPSLO #3: Participate in providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of clients in various stages of growth and development, while assisting them to attain their highest level of wellness* through		Aggregated Data = 84.81% The average grade on questions relating to providing evidence-based nursing care, from an established plan of care, based on biophysical, psychosocial, and cultural needs of client in various stages of growth and development, while assisting them to attain their highest level of wellness on the final exam for NUR 103 were greater than 80%.				

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		the application of knowledge on the final exam. There are 21 questions out of 100 linked to EPSLO #3 through the ExamSoft software program. linked *to EPSLO #3: Participate*						
4	Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO #4 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for	100% of students reached the level of accomplished or exemplary on their ability to reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles at the completion of NUR 103.	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle. .	Assessment means changed for this cycle.	Faculty plans are to incorporate more instruction on this concept into each simulation in NUR 101, 102, and 103 to actively engage the student in the understanding of their role in teaching and learning principles. Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		accomplished or exemplary on the evaluation tool linked to *EPSLO #4: Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and learning principles.* The faculty will evaluate all students in *NUR 103: Practical Nursing III* on *EPSLO #4: Reinforce and/or implement the teaching plan developed and delegated by the registered nurse to promote the health of individuals, incorporating teaching and*	NUR 103 (17 questions) in the EPLSO #4 category on ExamSoft.	Tagged Exam Questions Aggregated Data = 76.76% (below the 80% benchmark)	relationship to the EPSLOs.			

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		learning principles, through the application of knowledge on the final exam. There are 17 questions out of 100 linked to EPSLO #4 through the ExamSoft software program.						
5	Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision.	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO #5 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for	100% of students reached the level of accomplished or exemplary on their ability to participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision at the completion of NUR 103. Tagged Exam Question Aggregated Data=	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		accomplished or exemplary on the evaluation tool linked to *EPSLO #5: Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision.* The faculty will evaluate all students in *NUR 103 Practical Nursing III* on *EPSLO #5: Participate in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision* throug h the application of knowledge on the final exam. There are 30 questions	NUR 103 (30 questions) linked to the EPLSO #5 category on ExamSoft.	82.61% The average grade on questions relating to participating in the nursing process to provide individualized, safe, and effective nursing care in a structured setting under supervision on the final exam for NUR 103 were greater than 80%.	relationship to the EPSLOs.			

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		linked to EPSLO #5 through the ExamSoft software program.						
6	Demonstrate caring behaviors in implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan.	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #6: Demonstrate caring behaviors in*	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO #6 on the clinical evaluation tool. Students will achieve an average of 80% on questions included on the final exams for NUR 103 (5 questions) in the EPLSO #6 category on ExamSoft.	100% of students reached the level of accomplished or exemplary on their ability to demonstrate caring behaviors in implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan at the completion of NUR 103. Tagged Exam Question Aggregated Data= 82.89% The average grade on questions relating to	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct relationship to the EPSLOs.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle. .	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan. The faculty will evaluate all students in *NUR 103: Practical Nursing III* on *EPSLO #6: Demonstrate caring behaviors in implementing culturally-competent, client-centered nursing care to diverse clients across the lifespan* through the application of knowledge on the final exam. There are five questions out of 100 linked to EPSLO #6 through the ExamSoft software program.		demonstrating caring behaviors in implementing culturally competent, client-centered nursing care to diverse clients across the lifespan on the final exam for NUR 103 were greater than 80%.				

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
7	Participate in Quality Improvement (QI) by identifying hazards and errors and by suggesting to the RN, changes to improve the client process.	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #7: Participate in Quality Improvement (QI) by identifying hazards and errors and by suggesting,*	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO #7 on the clinical evaluation tool. 80% of the students in NUR 103 will earn a score of 80% or higher on the Quality Improvement project on the assignment rubric	100% of students reached the level of accomplished or exemplary on their ability to participate in Quality Improvement (QI) by identifying hazards and errors and by suggesting, to the RN, changes to improve the client care process at the completion of NUR 103. Aggregated Data= 90% on the QI project.	The assessment mean was changed to direct measures that are specific and assess the students near or at the end of the program.	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		to the RN, changes to improve the client care process. All students in *NUR 103: Practical Nursing III* will identify a potential/actual problem or issue on their preceptorship unit, collaborate about the problem/issue with their assigned preceptor (RN), and submit a quality improvement project to Blackboard. The QI project is graded by a rubric.						
8	Utilize informatics to access, manage, and communicate client information.	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate nursing behaviors	80% of students in NUR 103 will earn a level of Accomplished or Exemplary for EPSLO	100% of students reached the level of accomplished or exemplary on their ability to utilize informatics to access, manage,	The assessment mean was changed to direct measures that are specific and assess the students near	Major improvements made this cycle. Assessment means will remain the same for the next reporting cycle.	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #8: Utilize informatics to access, manage, and communicate client information.* All students in *NUR 103: Practical Nursing III* will satisfactorily demonstrate how to utilize informatics to chart on an individual in DocuCare (EHR) prior to preceptorship.	#8 on the clinical evaluation tool. 90% of students in NUR 103 will earn a score of satisfactory on the DocuCare documentation. Students will achieve an average of 80% on questions included on the final exams for NUR 103 (3 questions) in the EPLSO #8 category on ExamSoft.	and communicate client information at the completion of NUR 103. 100% of the students earned a score of satisfactory on the DocuCare documentation portion of the evaluation during the medication administration simulation. Tagged Exam Questions Aggregated Data = 82.83% The average grade on questions relating to the understanding of utilizing informatics to access, manage, and communicate	or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct relationship to the EPSLOs.			

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		Rubric uploaded to repository 5.1 called "Lippincott DocuCare Rubric." The faculty will evaluate all students in *NUR 103: Practical Nursing III* on *EPSLO #8: Utilize informatics to access, manage, and communicate client information* through the application of knowledge on the final exam. There are three questions out of 100 linked to EPSLO #8 through the ExamSoft software program.		client information on the final exam for NUR 103 was greater than 80%				
9	Participate in collaboration with the interdisciplinary healthcare team, as assigned by the registered	The faculty will evaluate all students in *NUR 103: Practical Nursing III* on their ability to effectively demonstrate	80% of students in NUR 103 will earn a level of Accomplished or Exemplary	100% of students reached the level of accomplished or exemplary on their ability to participate in collaboration with the	The assessment mean was changed to direct measures that are specific and assess the	Major improvements made this cycle. Assessment means will remain the same for the	Assessment means changed for this cycle.	Continue to review at end-of-course meetings.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
	nurse, to support positive individual and organizational outcomes in a safe and cost-effective manner.	nursing behaviors that are consistent with the NCBON PN Scope of Practice on the clinical evaluation tool (rubric) completed by the assigned faculty. During preceptorship in the final course, the students have to meet accomplished or exemplary on the evaluation tool linked to *EPSLO #9: Participate in collaboration with the interdisciplinary healthcare team, as assigned by the registered nurse, to support positive individual and organizational outcomes in a safe and cost-effective manner.*	for EPSLO #9 on the clinical evaluation tool. 80% of the students in NUR 103 will score at or above the national average for the QSEN competency of patient-centered care on the NurseThink Readiness Benchmark Exam (18 questions).	interdisciplinary healthcare team, as assigned by the registered nurse, to support positive individual and organizational outcomes in a safe and cost-effective manner at the completion of NUR 103. Aggregated Data = 65.05% which is above the national average of 60.95% in their ability to participate in collaboration with the interdisciplinary healthcare team, as assigned by the registered nurse, to support positive individual and organizational	students near or at the end of the program. Additionally, we delineated the final exam questions (tagged) through the ExamSoft software program to show direct relationship to the EPSLOs.	next reporting cycle. .		

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	**Strengths**	**Areas for Improvement**		
		The faculty will evaluate all students in *NUR 103: Practical Nursing III* on *EPSLO #9: Participate in collaboration with the interdisciplinary healthcare team, as assigned by the registered nurse, to support positive individual and organizational outcomes in a safe and cost-effective manner* through the application of knowledge on the final exam. There are two questions out of 100 linked to EPSLO #9 through the ExamSoft software program. .		outcomes in a safe and cost-effective manner.				

Program Review – A45580 Pharmacy Technology

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Sierra Calhoun
Program Code(s)/Name(s): Pharmacy
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45580 Pharmacy Technology**
- **C45580 Pharmacy Technology – Certificate**
- **C45580A Pharmacy Technology – Pharmacy Technician**
- **C45580P Pharmacy Technology – Pharmacy Technician (CCP)**

SECTION I: EXECUTIVE SUMMARY

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

- **Strengths:** Student Satisfaction and 100% pass rate thus far.
- **Areas of Improvement:** To ensure the successful growth and operation of the program, I will require the addition of one to two adjunct instructors. This support will be crucial as the program continues to expand. Ongoing community outreach efforts will be essential to boost enrollment.
- **Needs:** Focused community outreach for the Pharmacy Technician program, coupled with increased marketing efforts during the spring and summer months, will be critical to promoting the program and driving enrollment growth.
- **Actions:** My main focus right now is building stronger connections with local pharmacies to set up apprenticeship opportunities and partnerships for clinical training, while also reaching out to potential students. I also plan to increase the program's visibility through social media. To help prepare students for their clinical experiences, I will shadow our clinical partners this spring to better understand what they need and expect from our students. This will help me adjust the program to better meet industry standards. **Starting in Fall 2024, the Pharmacy Technology Program will move to a 16-week Continuing Education course.**

SECTION II: PROGRAM DATA

Academic Year 2023-2024 Unduplicated	A45580	C45580	C45580A	C45580P
American Indian/Alaska Native	0	0	0	0
Asian	0	0	0	0
Black	5	1	1	2
Hispanic	4	1	2	0

Non-U.S. Resident	0	0	0	0
Two or More Races	1	1	1	0
Unknown	1	0	0	6
White	10	6	8	2
Grand Total	**21**	**9**	**12**	**10**

Program Enrollments

Entry – Program Enrollment

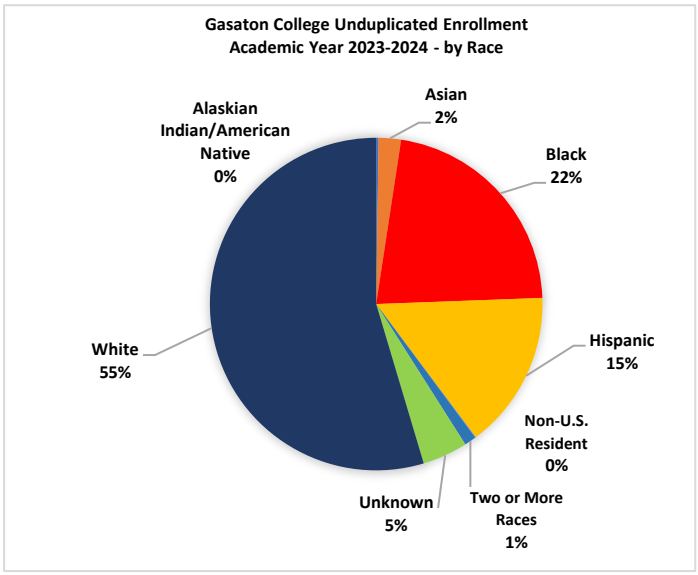
	Explanation/Narrative
<u>Enrollment Analysis</u>: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	The program's enrollment is showing positive growth. It increased from 12 students to 21 students, which is a significant improvement. This growth suggests that the program is becoming more appealing to students, potentially due to factors like increased awareness, effective marketing efforts, or meeting the needs of the local community and industry. Continued growth like this can strengthen the program by attracting more resources, building partnerships, and increasing its reputation. However, it's also important to ensure the program can support the growing number of students with adequate staff, resources, and facilities. Yes, the Full-Time and Part-Time pathways have been reviewed and updated. These updates ensure that the pathways are aligned with current program goals, meet student needs, and provide flexibility for various schedules. This process helps maintain the program's quality and relevance for all students. Similar. Our program hours are comparable to those offered by neighboring institutions, ensuring consistency with industry standards and student expectations. The major courses we offer also align closely with those at other schools, covering the same essential topics and skills required for success in the field. While there may be slight variations in course names or specific content, the overall structure and objectives remain similar to ensure our students receive a competitive education. Strategies to Improve Enrollment Goals: To boost enrollment, we have implemented early marketing efforts. These include monthly Zoom information sessions, active social media promotion, participation in career expos, and direct outreach to local high schools and

	Explanation/Narrative
	businesses. We are also distributing marketing materials to high school counselors and pharmacies to increase awareness. These efforts will continue to expand in the future, ensuring we reach more potential students. Strategies to Improve the Program for Students: We gather and review student feedback to identify areas for improvement. This includes updating the curriculum to meet industry needs, strengthening partnerships with clinical sites and local employers, and providing more support through open communication and mentorship opportunities. We also plan to implement additional certifications, such as CSPT, to give students an edge in the job market. Strategies to Improve Course Offerings: To keep our courses relevant and flexible, we regularly review and adjust the course structure and content based on feedback from students, instructors, and industry partners. For example, we recently transitioned to a 16-week Continuing Education course for Fall 2024 to better meet student needs. We are also exploring additional course pathways and certifications to provide more options and career opportunities for our students.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A45580 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the PHM program at GC? Identify strategies for enrollment growth.	Our outreach efforts focus on reaching a wide range of people. This includes targeted social media campaigns with our marketing team, working with the CaroMont Health Science Academy at East Gaston High School to connect with juniors and seniors in Gaston County, and encouraging word-of-mouth referrals. These strategies help make sure people are aware of our program and have access to it. **Cleveland CC** had **0** (new and recurring students for Spring 2024); however, **0** from Lincoln & **0** from Gaston students were from our service area have enrolled in the PHM program at CCC. No PHM program at CCC. This may be an opportunity for program growth. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. **Catawba Valley CC** had **0** (new and recurring students for Spring 2024); however, **0** from Lincoln & **0** from Gaston students were from our service area have enrolled in the PHM program at CVCC. No PHM program at CVCC. This may be another opportunity for program growth.

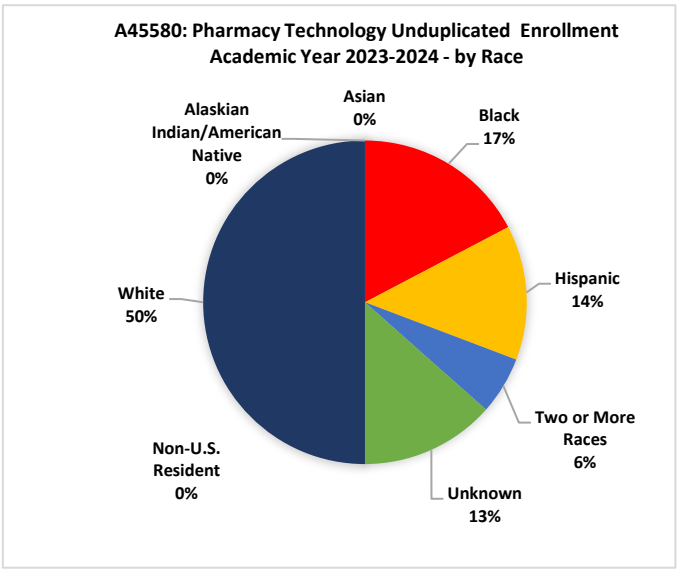
	Explanation/Narrative
	Central Piedmont CC had **7** (new and recurring students Spring 2024); however, **0** from Lincoln & **1** from Gaston totaling **3** students from our service area. 0 + 1 = 1. With the low enrollment number, the program may want to explore if this could be another opportunity for program growth. When reviewing these numbers, determine if the program has effectively marketed the Pharmacy Technology program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024

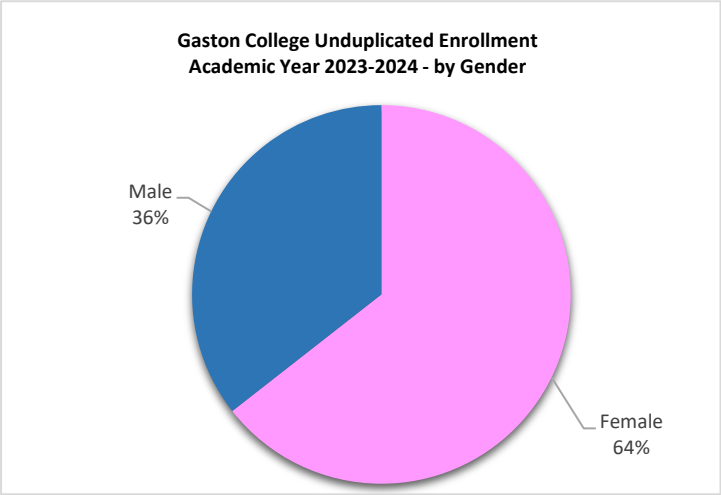
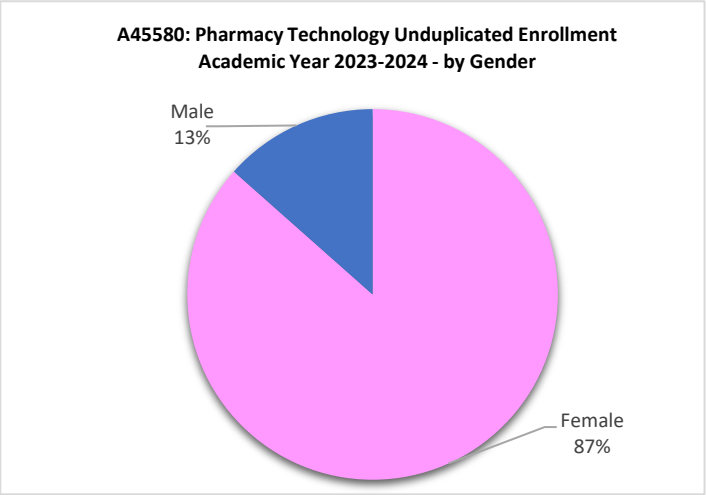


Program – Demographics 2023-2024



<u>Demographic Enrollment Analysis by Race/Ethnicity</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compare to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Based on the most recent program demographic enrollment data for 2023-2024, there are both similarities and differences between the college's overall enrollment and the program's enrollment in terms of race/ethnicity. The difference could suggest that the program appeals less strongly to certain groups, possibly due to factors like targeted outreach, accessibility, or awareness of the program. By analyzing this data, the program can identify areas where additional outreach or support may be needed to ensure all racial and ethnic groups have equitable access to the program and are fully represented. The program is focused on enrolling and supporting underserved and special population students through targeted outreach and inclusive practices. Enrollment efforts include partnering with local high schools, community organizations, and agencies to connect with underrepresented groups, as well as promoting the program through accessible and culturally relevant materials. To reduce financial barriers, the program provides information on scholarships, grants, and financial aid opportunities. Flexible learning options, such as web-blended courses that combine in-person and online instruction, help accommodate students with different schedules and needs. To retain students, the program offers resources like tutoring, academic advising, and mentorship programs to support academic success. It also fosters a sense of belonging by creating an inclusive environment where all students feel valued and supported, hosting workshops and events tailored to special populations. Open communication is maintained to address student concerns, and continuous improvements are made based on feedback to enhance the program and ensure equitable opportunities for all students.

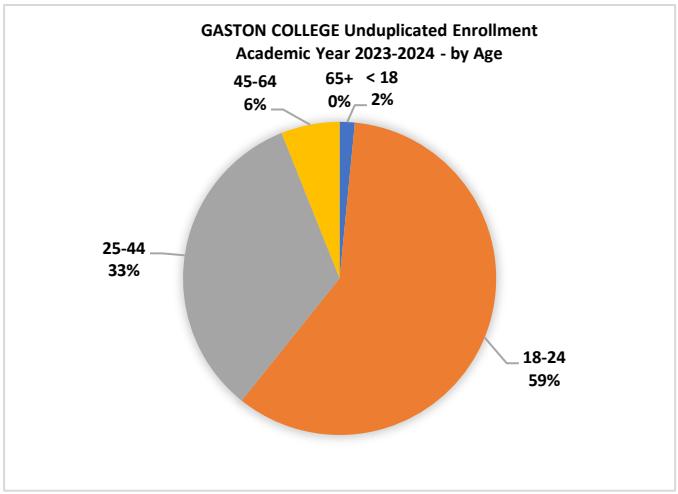
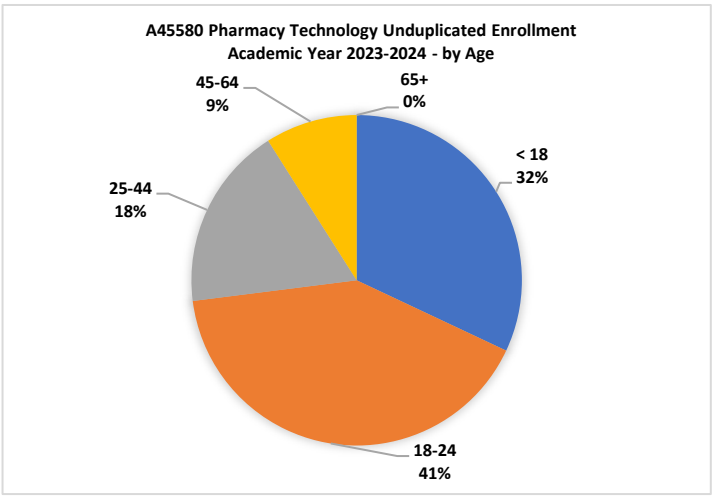
Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	The most recent demographic enrollment data for 2023-2024 shows a clear difference in gender between the program and the college's overall enrollment. In the program, there is only one male student, and the rest are female, creating a noticeable gender imbalance. This is different from the college's overall enrollment, which likely has a more balanced male-to-female ratio. This imbalance may suggest that the program attracts more female students, which is common in fields like pharmacy technology, where women are often more represented. Recognizing this trend can help the program adjust its outreach to encourage more male students to enroll, aiming for a more balanced gender representation. The program focuses on enrolling and retaining underserved and special population students by prioritizing accessibility and support. It partners with local high schools, community organizations, and agencies to reach students who may not be aware of the program. Financial aid information is provided to help remove economic barriers, ensuring that students from various backgrounds can afford to enroll. The program offers flexible web-blended courses, combining in-person and online instruction, to accommodate different schedules. To support retention, the program connects students with resources like tutoring, academic advising, and

	mentorship. It creates an inclusive learning environment through events and workshops tailored to special populations and maintains open communication to address student concerns and gather feedback for continuous improvement. These efforts ensure that underserved and special population students receive the support they need to succeed.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	Based on the most recent program demographic enrollment data for 2023-2024, the program's age range is between 18 and 55 years old. This differs somewhat from the college's overall age breakout, which may have a broader distribution across age groups. The program tends to attract a slightly younger audience, with most students falling in the 18-24 age group, while others are in the 25-55 age range. This suggests the program appeals to both traditional students just out of high school and non-traditional students looking to change careers or further their education later in life. The age distribution in the program reflects a balance between younger students and adults seeking career advancement.

	The program works to enroll and retain underrepresented students by partnering with local high schools and community organizations to spread awareness. It provides information about financial aid, scholarships, and grants to help with costs. Flexible web-blended courses make it easier for students with different schedules to participate. The program also offers support like tutoring, academic advising, and mentorship to help students succeed. It creates an inclusive environment where all students feel welcomed and ensures open communication to address any challenges. These efforts help underrepresented students get the support they need to succeed.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Pharmacy Tech	**107**	**15**	**7**	**10.6**	**$ 47,658.53**
PHM-110	18	2	9	1.7	$7,591.62
PHM-111	16	2	8	3.0	$13,496.22
PHM-115	16	2	8	1.5	$6,748.11
PHM-115A	18	2	9	1.1	$5,061.08
PHM-118	1	1	1	0.2	$843.51
PHM-120	12	2	6	1.1	$5,061.08
PHM-125	5	1	5	0.5	$2,108.78
PHM-140	2	1	2	0.1	$562.34
PHM-160	6	1	6	0.6	$2,530.54

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
PHM-110	**72%**	**11%**	**0%**	**0%**	**11%**	**0%**	**0%**	**0%**	**6%**	**0%**	**0%**	**83%**	**83%**	**3.41**	**88%**
Seated	72%	11%	0%	0%	11%	0%	0%	0%	6%	0%	0%	83%	83%	3.41	88%
PHM-111	**94%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**6%**	**0%**	**6%**	**94%**	**94%**	**4.00**	**100%**
Hybrid	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
Seated	91%	0%	0%	0%	0%	0%	0%	0%	9%	0%	9%	91%	91%	4.00	100%
PHM-115	**75%**	**19%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**6%**	**0%**	**6%**	**94%**	**94%**	**3.80**	**100%**
Seated	75%	19%	0%	0%	0%	0%	0%	0%	6%	0%	6%	94%	94%	3.80	100%
PHM-115A	**61%**	**33%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**6%**	**0%**	**6%**	**94%**	**94%**	**3.65**	**100%**

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Online	61%	33%	0%	0%	0%	0%	0%	0%	6%	0%	6%	94%	94%	3.65	100%
PHM-118	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**0%**	**0%**	**0%**	**0%**	**#DIV/0!**	**#DIV/0!**
Hybrid	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	#DIV/0!	#DIV/0!
PHM-120	**92%**	**8%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.92**	**100%**
Online	92%	8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.92	100%
PHM-125	**60%**	**40%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**3.60**	**100%**
Online	60%	40%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.60	100%
PHM-140	**50%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**50%**	**0%**	**0%**	**50%**	**50%**	**4.00**	**100%**
Online	50%	0%	0%	0%	0%	0%	0%	0%	50%	0%	0%	50%	50%	4.00	100%
PHM-160	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**100%**	**100%**	**4.00**	**100%**
Hybrid	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	4.00	100%
PHM-165	**69%**	**8%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**23%**	**0%**	**0%**	**77%**	**77%**	**3.90**	**100%**
Online	69%	8%	0%	0%	0%	0%	0%	0%	23%	0%	0%	77%	77%	3.90	100%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	Yes, the courses, including general education and elective courses, are selected and sequenced in a logical way. The program is designed to ensure that foundational courses are taken in proper sequence, building a strong base of knowledge as the program is progressing to more advanced topics. This structure helps students gain the necessary skills and understanding step by step, making it easier for them to succeed and complete the program. The Course Success Rates are 100% pass rate. Yes, all the courses being offered for the program are meeting enrollment needs, with each course having an enrollment of 5 students. There are no courses with lower than 5 enrollments, as the current enrollment numbers are consistent across all courses.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years?	Yes, the program's core course requirements and total credit hours have been reviewed and revised within the last two years. These revisions ensure that the program remains up to date, meets industry standards, and provides students with the necessary skills and knowledge for their future

	Explanation
Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	careers. The adjustments are made to enhance the overall quality of the program and ensure it aligns with current educational, and workforce demands. Yes, starting in Fall 2024, the Pharmacy Technology Program will move to a 16-week Continuing Education course.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Yes, the program's core course requirements and total credit hours have been reviewed and updated in the last two years. These changes help keep the program relevant and aligned with industry standards, ensuring students are prepared with the skills and knowledge needed for their careers. The updates also aim to improve the overall quality of the program. N/A
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Courses with Low Enrollment • N/A Courses with Low Success Rates • PHM 110 Introduction to Pharmacy Courses with High Withdrawal Rates • N/A
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Students are generally satisfied with the program and enjoy their time, with very few complaints. They appreciate the support and learning environment provided. The only common complaint is that students would like their grades to be delivered more quickly. Other than that, the feedback is overwhelmingly positive, with students expressing their satisfaction with the course content and instruction. Student feedback is reviewed to make improvements to the courses. For example, to address concerns about grading, the program is working on delivering grades faster. The feedback also helps identify areas where students may need more support, and changes are made to improve their learning experience. By listening to their input, the program ensures it continues to meet students' needs and gets better over time.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
A45580 Pharmacy Technology	**A45580**	0%	0%
C45580 Pharmacy Technology – Certificate	**C45580**	DNA	DNA
C45580A Pharmacy Technology – Pharmacy Technician	**C45580A**	DNA	DNA
C45580P Pharmacy Technology – Pharmacy Technician (CCP)	**C45580P**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
A45580 Pharmacy Technology	**A45580**	0	3	0	3
C45580 Pharmacy Technology – Certificate	**C45580**	0	10	0	10
C45580A Pharmacy Technology – Pharmacy Technician	**C45580A**	0	4	0	4
C45580P Pharmacy Technology – Pharmacy Technician (CCP)	**C45580P**	0	5	0	5
Grand Total		**0**	**22**	**0**	**22**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
A45580 Pharmacy Technology	**A45580**	0	0	3	3
C45580 Pharmacy Technology – Certificate	**C45580**	0	0	0	10

C45580A Pharmacy Technology – Pharmacy Technician	**C45580A**	0	0	0	4
C45580P Pharmacy Technology – Pharmacy Technician (CCP)	**C45580P**	0	0	2	5
	Grand Total	0	0	5	22

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends? Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	There was not a graduating class for Spring 2024. To improve time to degree completion, the program offers flexible learning options like web-blended courses and ensures that courses are sequenced efficiently. To help students be career-ready upon graduation, the program provides hands-on experiences, strong connections with local employers, and career-focused resources like job placement assistance. These strategies aim to support students in finishing their degrees on time and preparing for successful careers.

Employment Data: Pharmacy Technicians

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	308	2.9%	66	1.3%	$39,600
Lincoln	110	2.9%	27	2.4%	$39,000
***Charlotte**	3,719	3.4%	848	1.8%	$42,700

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Pharmacy Technicians

Pharmacy Technicians

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

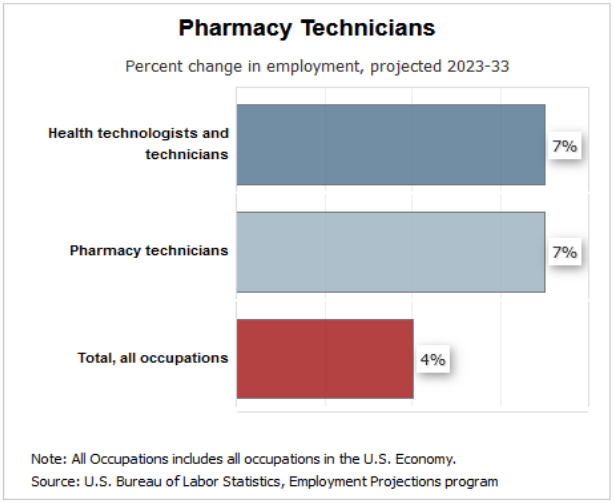
Employment of pharmacy technicians is projected to grow 7 percent from 2023 to 2033, faster than the average for all occupations.

About 47,400 openings for pharmacy technicians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

Demand for pharmacy services is expected to increase because of the large number of older people, who typically use more prescription medicines than younger people. The growing prevalence of chronic diseases, such as diabetes and hypertension, in the general population also will lead to increased demand for prescription medications.

In addition, pharmacy technicians will be needed to take on a greater role in pharmacy operations because pharmacists are increasingly performing more patient care activities. Technicians will need to perform tasks—such as collecting patient information, handling prescription transfers, and verifying the work of other technicians—that were previously done by pharmacists.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for pharmacy technicians, 2023-33

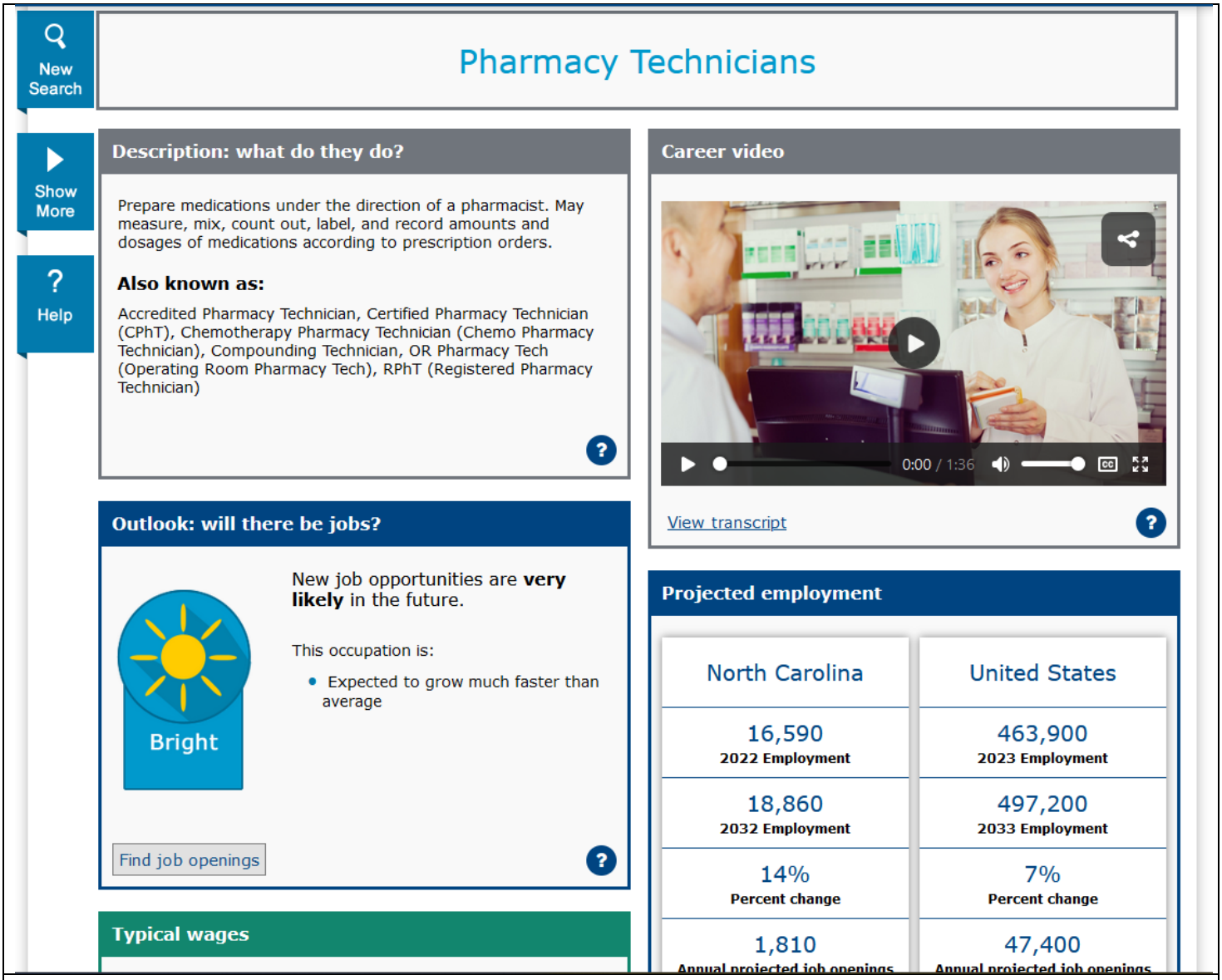
Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Pharmacy technicians	29-2052	463,900	497,200	7	33,300	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay | State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm#tab-6

careeronestop
your source for career exploration, training & jobs



Click on the link below to access NC Career Onestop website
https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Pharmacy%20Technicians&onetcode=29-2052.00&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	There was not a graduating class for Spring 2024.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	This pharmacy program is valuable to the community by providing trained pharmacy technicians to meet the demand in local healthcare and pharmacies. It helps improve access to healthcare and offers local residents stable job opportunities. The program also builds strong relationships with local employers, ensuring that graduates are ready to contribute to the workforce.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	This program leads to employment opportunities by training students to become skilled pharmacy technicians, a profession in high demand in local healthcare facilities and pharmacies. Graduates are prepared to fill essential roles in the community, contributing to the local economy and helping meet the workforce needs of nearby employers. Our community partnerships have been valuable by providing support from local healthcare facilities and pharmacies, offering hands-on experience and job opportunities for our students. These partnerships ensure our program aligns with community needs. Additional collaboration opportunities include creating more apprenticeship programs and certification options, which can strengthen relationships with local employers and open more career paths for our students. The advisory committee's feedback is positive. They have expressed interest in hiring our students and are pleased with the training they receive through the program.
Uniqueness:	What sets us apart from neighboring institutions is our strong community partnerships, flexible learning options,

	Explanation
What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	and focus on hands-on experience. We also offer support services to help students succeed and connect with local employers for job opportunities after graduation. The department's promotional and outreach efforts are highly effective in highlighting the program's unique vision and attracting students. Through targeted marketing, community partnerships, and outreach efforts, we successfully reach prospective students and showcase the benefits of the program.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Pharmacy Technology (45580)	DNA	DNA	5.69	12.72	14.19

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Pharmacy Tech (Curriculum & Con. Ed.)	$116,292.33	13.9	$60,341.80	($55,950.53)	14.2	$63,882.11	($52,410.22)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The program is financially viable. It is supported by enrollment, community partnerships, and available financial aid options for students, ensuring it can continue to operate successfully.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	We partner closely with CaroMont and Atrium's pharmacies, and we have relationships with many local pharmacies. Our community outreach efforts include reaching out to local high schools and sending flyers to businesses and

	Explanation
	organizations throughout the county to promote the program.

SECTION VI: ADDITIONAL INFORMATION

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

Curriculum Map – A45580 Pharmacy Technology

***Starting in Fall 2024, the Pharmacy Technology Program will move to a 16-week Continuing Education course.**

Course	PLO1	PLO2	PLO3	PLO4
	Demonstrate the written and oral communication skills required for safe and legal practice in the role of pharmacy technician.	Demonstrate the critical thinking skills necessary for safe preparation and distribution of medication.	Demonstrate an understanding of policies and other print materials related to safe preparation and distribution of medication.	Perform mathematical calculations needed to safely prepare medications and solutions.
PHM-110	I	I	I	I
PHM-111	I	I	I	I
PHM-115	I	I	I	I
PHM-115A	M	M	M	M
PHM-120	I	I	I	I
PHM-125	I	I	I	I
PHM-138	D	D	D	D
PHM-150	I	I	I	I
PHM-155	D	D	D	D
PHM-160	M	M	M	M
PHM-165	D	D	D	D
PHM-265	M	M	M	M

Course	PLO5	PLO6	PLO7	PLO8
	Use current technologies to prepare, store, inventory, and distribute medications.	Demonstrate the academic knowledge and technical skills necessary for safe preparation, storage, and distribution of medications.	Deal effectively with others by displaying a positive attitude, working as a team member, showing initiative and responsibility, and displaying sensitivity to cultural diversity.	Practice in a legal and ethical manner.
PHM-110	I	I	I	I
PHM-111	I	I	I	I
PHM-115	I	I	I	I
PHM-115A	M	M	D	D
PHM-120	I	I	I	I
PHM-125	I	I	D	D
PHM-138	D	D	I	I

Course	PLO5	PLO6	PLO7	PLO8
	Use current technologies to prepare, store, inventory, and distribute medications.	Demonstrate the academic knowledge and technical skills necessary for safe preparation, storage, and distribution of medications.	Deal effectively with others by displaying a positive attitude, working as a team member, showing initiative and responsibility, and displaying sensitivity to cultural diversity.	Practice in a legal and ethical manner.
PHM-150	I	I	D	D
PHM-155	D	D	M	M
PHM-160	M	M	D	D
PHM-165	D	D	M	M
PHM-265	M	M	M	M

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

Program Learning Outcomes - A45580 Pharmacy Technology

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
1. Show the written and oral communication skills required for safe and legal practice as a pharmacy technician.	*What assessment method is used to determine whether the learning outcome has been met? At least one direct measure must be utilized.* Direct measures look at the learning itself whereas indirect measures look at the perception of learning. Direct Measures include: • Assignments • Exams/Quizzes • Presentations • Papers	*How is successful performance measured? How will we know when the learning outcome has been met?* On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	*What results were observed? List results and population size for each applicable semester within the cycle.* **Summer 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100% **Fall 2023** Mean Percentage: 83% Mean of Completers:	*What is working well and why?* The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	*What isn't working and why?* N/A	*What changes were implemented since the previous cycle?* *How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results?* Assignments have been added since the previous cycle to implement more focus on important topics for each course.	*What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement.* *Actions might include:* • *Curriculum changes (changes in pedagogy, courses, assignments, etc.)* • *Assessment changes (use different assessments, change the bar for acceptable performance, etc.)* • *PLO changes (the outcome itself needs to be revised)* • *No change needed (collect data for an additional cycle)*

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
	• Projects Indirect Measures include: • Self-reflections • Surveys		10 students completed the semester. The semester began with 12 students., Range: 1-100% **Spring 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%				Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.
2. Demonstrate the critical thinking skills necessary for safe preparation and distribution of medication.	Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects Indirect Measures include: Self-reflections Surveys	On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	**Summer 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100% **Fall 2023**	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
			Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100% **Spring 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%	course evaluations.			
3. Demonstrate an understanding of policies and other print materials related to safe preparation and	Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects	On average, students will earn at least 100% on this assessment. OR On average, students will	**Summer 2023** Mean: 3 students Mean of Completers: 3 students, 100%	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
distribution of medication.	Indirect Measures include: Self-reflections Surveys	earn at least 100 out of 100 on this assessment.	Range: 1-100% **Fall 2023** Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100% **Spring 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%	rates with material learned and positive feedback in course evaluations.			have been added in preparation of doing so.
4. Perform mathematical calculations needed to	Direct Measures include: Assignments Exams/Quizzes	On average, students will earn at least	**Summer 2023** Mean: 3 students	The assigned assignments, exams, quizzes, presentations,	N/A	Assignments have been added since the previous cycle to implement	Assessment changes to focus on topics important for preparing students to take the

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
safely prepare medications and solutions.	Presentations Papers Projects Indirect Measures include: Self-reflections Surveys	100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	Mean of Completers: 3 students, 100% Range: 1-100% **Fall 2023** Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100% **Spring 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%	papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.		more focus on important topics for each course.	PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
5. Use current technologies to prepare, store, inventory, and distribute medications.	Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects Indirect Measures include: Self-reflections Surveys	On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	**Summer 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100% **Fall 2023** Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100% **Spring 2023** Mean: 3 students Mean of Completers:	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
			3 students, 100% Range: 1-100%				
6. Demonstrate the academic knowledge and technical skills necessary for safe preparation, storage, and distribution of medications.	Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects Indirect Measures include: Self-reflections Surveys	On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	**Summer 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100% **Fall 2023** Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students., Range: 1-100% **Spring 2023**	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
			Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%				
7. Deal effectively with others by displaying a positive attitude, working as a team member, showing initiative and responsibility, and displaying sensitivity to cultural diversity.	Direct Measures include: Assignments Exams/Quizzes Presentations Papers Projects Indirect Measures include: Self-reflections Surveys	On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	**Summer 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100% **Fall 2023** Mean Percentage: 83% Mean of Completers: 10 students completed the semester. The semester began with 12 students.,	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
			Range: 1-100% **Spring 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%				
8. Practice in a legal and ethical manner.	Students are assigned clinical sites to complete 24 hours of clinical on-site training per week for 16-weeks. We utilized CaroMont Health hospital and Atrium Lincoln for our clinical sites for student training. Students were evaluated by their clinical preceptors as a	On average, students will earn at least 100% on this assessment. OR On average, students will earn at least 100 out of 100 on this assessment.	**Summer 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100% **Fall 2023** Mean Percentage: 83% Mean of Completers: 10 students completed the	The assigned assignments, exams, quizzes, presentations, papers, and projects for each course have had great success rates with material learned and positive feedback in course evaluations.	N/A	Assignments have been added since the previous cycle to implement more focus on important topics for each course.	Assessment changes to focus on topics important for preparing students to take the PTCE (Pharmacy Technician Certification Exam). Assignments have been added in preparation of doing so.

PLO#	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
			Results	Strengths	Areas for Improvement		
	way of assessment. Direct Measures include: On-Site Clinical Rotations Assignments Exams/Quizzes Presentations Papers Projects Indirect Measures include: Self-reflections Surveys		semester. The semester began with 12 students., Range: 1-100% **Spring 2023** Mean: 3 students Mean of Completers: 3 students, 100% Range: 1-100%				

Program Review – A45740 Surgical Technology

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Kimberly Holman
Program Code(s)/Name(s): Surgical Technology
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45740 Surgical Technology**

SECTION I: EXECUTIVE SUMMARY

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

Strengths:

- The Surgical Technology Program is meeting minimum enrollment capacity. We have a state-of-the-art laboratory for students to become proficient in their lab skills prior to entering the clinical site.
- The Surgical Technology Program underwent initial accreditation with no citations or recommendations for improvement. We are awaiting the final accreditation decision from CAAHEP.
- The demand for Surgical Technologists within the local organizations is very high.
- Apprenticeship cohort is underway at CaroMont with great feedback.

Areas for Improvement:

- We are working toward correcting the curriculum sequencing to make the curriculum schedule flow more easily for students.
- Faculty to complete BaAt Training to enhance student learning.

Needs: To help complete the state-of-the-art laboratory we are creating, the program would like to purchase a Laparoscopic Simulator to give students a real- world experience.

- Continued marketing and recruitment for Surgical Technology to meet community demands
- Training new faculty for didactic, lab, and clinical instruction.
- Continued professional development for Gaston College and to maintain professional certification.

Actions: The program is in the process of building all its courses in Blackboard Ultra, building a new laboratory, and changing curriculum sequencing.

- Work with the Marketing department to maximize exposure of the demand of surgical technologists in our community.
- Work with faculty to make sure that professional development to maintain credential and Gaston College requirements are being met.

SECTION II: PROGRAM DATA
Program Enrollments

Entry – Program Enrollment

Academic Year 2023-2024 Unduplicated	A45740
American Indian/Alaska Native	0
Asian	0
Black	4
Hispanic	1
Non-U.S. Resident	0
Two or More Races	0
Unknown	2
White	9
Grand Total	**16**

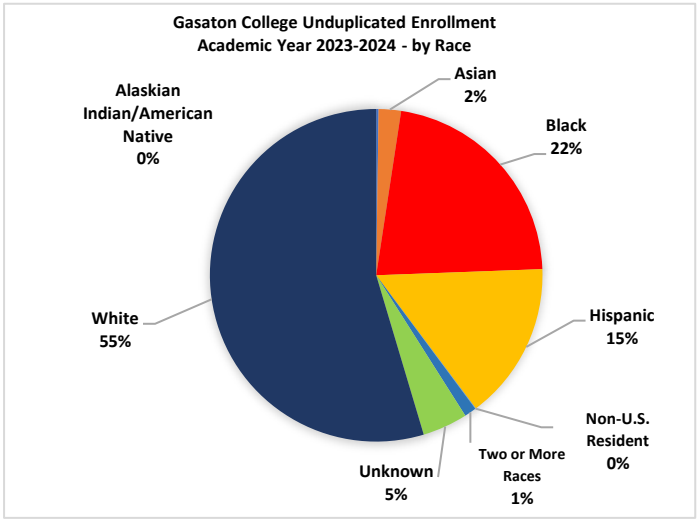
	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	The program has a maximum enrollment capacity (MEC) of 15 students. The program has enrolled its second cohort since 2023 and has met MEC with the first two cohorts. The program continues to show student interest with at least 70 student applications each year since the start of the program. The demand for Surgical Technologists within the local healthcare organizations is exceedingly high. The Surgical Technology Program is a 21-month program, which offers an associate in applied science degree. There are no pathways for Early College students into this program. Students must be 18 years of age to enter the Surgical Technology Program. Most of the program delivery is seated, however the program does offer one online delivery course in the second year to assist second year students with work schedules and family friendly hours. Program hours are compatible with other neighboring institutions and the major courses may differ with the Humanities courses. Gaston College's Surgical Technology Program gives students a choice of their Humanities courses, whereas other neighboring institutions have a set list of Humanities courses that students can take. The Surgical Technology faculty takes every opportunity to participate in campus activities where area High School students are involved to gain more awareness of the

	Explanation/Narrative
	program. The curriculum sequencing schedule is being re-worked for a better flow to accommodate students with their apprenticeship work schedules.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A45740 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Surgical Technology program at GC? Identify strategies for enrollment growth.	From the graphs below, it shows that the Surgical Technology Program is aligned with the overall college enrollment with white and black students. It falls short with Asian and Hispanic nationalities. Some of the neighboring Surgical Technology Programs have been active for over 50 years and are well established programs. They also have more clinical affiliates that students work with during their clinical experiences. Gaston College utilizes CaroMont Regional Medical Center, Atrium Health-CMC, and Atrium Health-Lincoln as their clinical affiliates. CaroMont is the program's main sponsor, so all students rotate through that facility. Gaston College's Surgical Technology Program leaders are working to obtain other area hospitals, Surgery Centers, and physician's offices to offer students more clinical experiences. **Cleveland CC** had **20** (new and recurring students for Spring 2024); however, **1** from Lincoln & **2** from Gaston students were from our service area have enrolled in the SUR program at CCC. 1+2 = 3. An opportunity for program growth. The program should consider reaching out to Cleveland CC and get permission to contact students in the county to share program information/marketing campaign to students. **Catawba Valley CC** had **19** (new and recurring students for Spring 2024); however, **3** students from Lincoln & **1** student from Gaston were from our service area that have enrolled in the SUR program at CVCC. 1+2 = 3. An opportunity for program growth. **Central Piedmont CC** had **47** (new and recurring students Spring 2024); however, **1** from Lincoln & **2** from Gaston totaling **2** students from our service area. 1 + 1 = 2

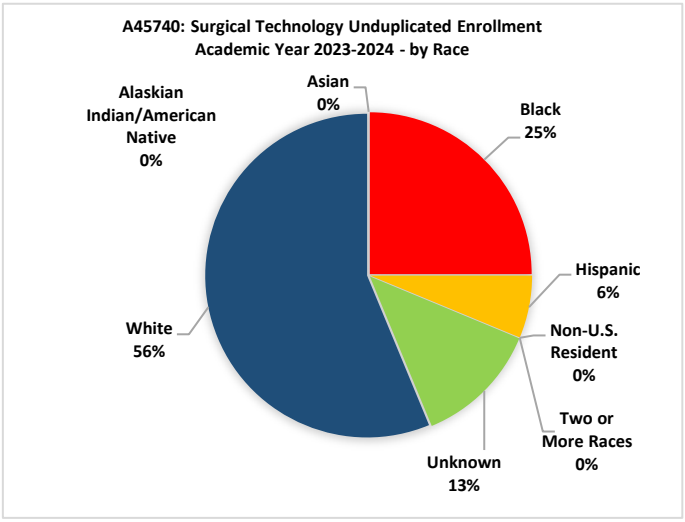
	Explanation/Narrative
	When reviewing these numbers, determine if the program has effectively marketed the Surgical Technology program to students in and around our service area counties. The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024



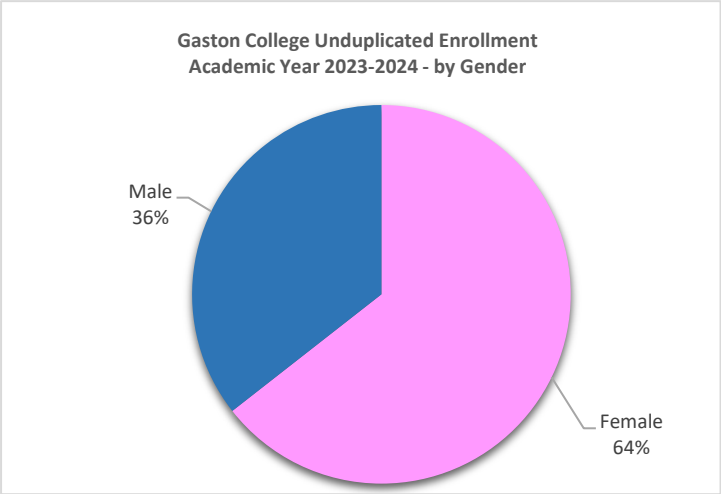
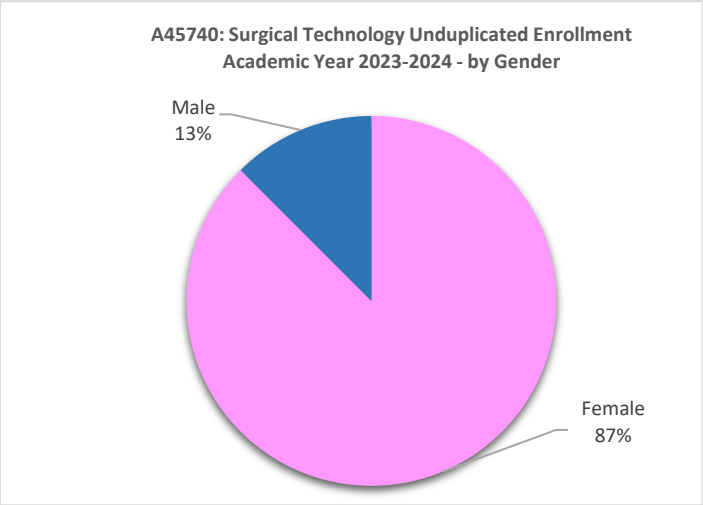
Program – Demographics 2023-2024



Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compared to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	When comparing the Surgical Technology Program enrollment to the overall college enrollment, the student demographic charts are similar. There are a few differences in Hispanic, Asian and the Unknown. The Surgical Technology Program aligns with the College in White and Black students but did not enroll any Asian students in 2023-2024 reporting year. There were also less Hispanic students in the program as compared to the College. There were more Unknown ethnicities in the Surgical Technology Program as compared to the College. Actions to enroll and retain underserved students are to plan targeted outreach and recruitment with information sessions and attend as many community recruitment events as possible.

	Faculty will continue to participate in inclusivity and belonging training so that program atmosphere is where students feel respected and valued.

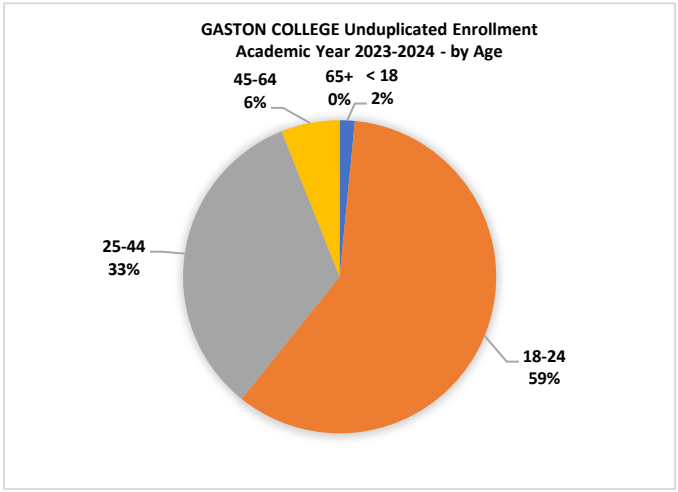
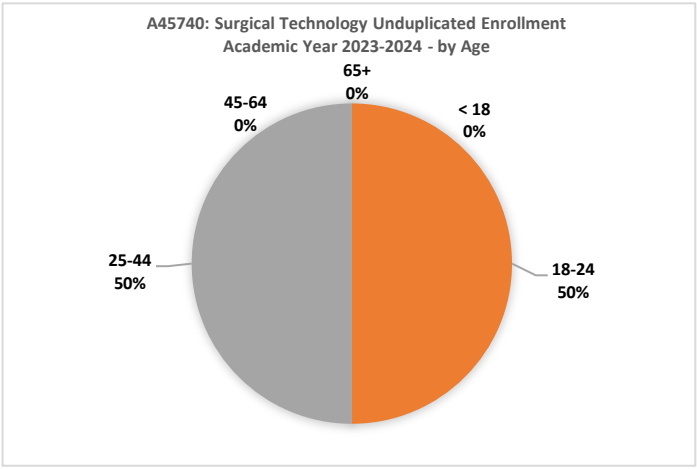
Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Gender: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	When comparing the Surgical Technology Program to the overall College Gender enrollment, the chart shows significant reduction in male enrollment. The healthcare sector has long been dominated by women-who currently perform 77% of healthcare jobs nationally according to the School of Public Health at the University of Minnesota. Actions to enroll and retain underserved students are to plan targeted outreach and recruitment with information sessions and attend as many community recruitment events as possible. Faculty will continue to participate in inclusivity and belonging training so that program atmosphere is where students feel respected and valued. Also, faculty will work with the Marketing Department to highlight males in the role of the surgical technologist to entice male students to enroll. The Program Director will work with TRIO staff and the Multicultural Club- Men of Excellence to bring more

	awareness of the Surgical Technology field to those underserved populations.

Demographic Enrollment Analysis by Age:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Age: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the ***age*** breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	When comparing the Surgical Technology Program to the overall College Age enrollment, the chart shows significant differences from the College chart. There are no students enrolled in the Surgical Technology Program over 44 years old. The Surgical Technology Program provides a list of Technical Standards a student must meet to be successful and safe in this field. A student must also be 18 years old to attend clinical rotations in a hospital setting. Actions to enroll and retain underserved students are to plan targeted outreach and recruitment with information sessions and attend as many community recruitment events as possible. Faculty will continue to participate in inclusivity and belonging training so that program atmosphere is where students feel respected and valued.

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Surgical Tech	**50**	**7**	**7**	**12.0**	**$60,867.56**
SUR-110	14	1	14	1.3	$6,674.77
SUR-111	14	2	7	4.8	$24,474.16
SUR-122AB	11	2	6	1.7	$8,740.77

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated –

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
SUR-110	**36%**	**50%**	**7%**	**0%**	**0%**	**0%**	**0%**	**0%**	**7%**	**0%**	**0%**	**93%**	**93%**	**3.31**	**100%**
Seated	36%	50%	7%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.31	100%
SUR-111	**64%**	**29%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**7%**	**0%**	**0%**	**93%**	**93%**	**3.69**	**100%**
Seated	64%	29%	0%	0%	0%	0%	0%	0%	7%	0%	0%	93%	93%	3.69	100%
SUR-122AB	**18%**	**45%**	**9%**	**0%**	**0%**	**0%**	**0%**	**0%**	**27%**	**0%**	**0%**	**73%**	**73%**	**3.13**	**100%**
Seated	18%	45%	9%	0%	0%	0%	0%	0%	27%	0%	0%	73%	73%	3.13	100%
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
Course Sequence/Success: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	The course sequence has been modified for Fall 2024 and will also be monitored to see if a few of the General Education courses can be added as pre-requisites to admission into the program. Success rates cannot be measured since there has not been a graduating cohort. The Surgical Technology Program is a continuous, 21-month program so when a student drops a SUR course, they will no longer be enrolled in the program.
Curriculum/Course Materials Have the program's core course requirements or total credit hours been reviewed or revised within the last two years?	The total credit hours for the Surgical Technology Program has been modified from the original 64 credit hours to 69. SUR 212- Clinical Supplement has been added to the Fall 2025 course sequence.

	Explanation
Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty instruction in CCP Pathways are of equal quality and rigor as the college campus program?**	The program offers apprenticeships with CaroMont Health, which allows the student to work part-time while attending school. CaroMont pays for all tuition, books, and uniforms and will offer a job to the post-graduation students. The Surgical Technology Program does not offer CCP pathways at this time.
Modality: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	The Surgical Technology Program offers seated, and online modalities, although most SUR didactic and all courses that have lab components are seated due to the extensive hands-on requirement. The Program Director is building out all the SUR courses in Blackboard and will work with the Instructional Design team to make them Quality Matters certified.
Student Achievement: What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?	Courses with Low Enrollment • The program continues to show strong interest and meets minimum enrollment capacities (MEC). Courses with Low Success Rates • As mentioned above, the low success rates were due to the initial start-up challenges. Courses with High Withdrawal Rates • As mentioned above, the withdrawal rates were due to initial startup challenges, and the program is now steady with 6 second year students. The program also enrolled 15 first-year students in the Fall of 2024 and has maintained all 15.
Evaluation: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Students noted that tests were given back in a timely manner, however grades were not entered in a timely manner in the grade center of Blackboard, so students did not have that information to know what their course GPA was. Lab practice was excellent with hands-on activities and the instructor was experienced in Surgical Technology. The instructor knew the material; however, the delivery method was boring and hard for students to stay focused. The program hired a new program director in March 2024, who completely revamped all Blackboard material making it more complete. Also, the Grade Center was set up so

	Explanation
	students can view their grades. All courses were converted to Blackboard Ultra giving the instructor the ability to produce more engaging assignments using the AI component. The new instructor uses different delivery methods such as Kahoot, Touch Surgery, and does break- out sessions to keep students engaged in the didactic portion of the course. The Program Chair reviews all end-of-course evaluations with program faculty. If negative student feedback about an Instructor is a valid concern; the concern is addressed through a coaching session with the instructor. If the feedback is a suggestion for improvement in the program or a concern about program guidelines, etc. then it is addressed at the level of the program chair, and the divisional dean if necessary, and the appropriate action warranted is taken.

Program Retention Data – Surgical Technology is a new program. No retention data available.

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
Surgical Technology (A45740)	**A45740**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	The program enrolled 14 students in the first cohort in Spring 2023 and currently has retained 6 students from that cohort, which gives the program a 43% retention rate. The launch of the Surgical Technology Program at Gaston College faced numerous challenges during the start-up phase. Although Gaston College hired a program director who met the educational and credentialing requirements to manage the program effectively, the director lacked the necessary experience in both the didactic and lab settings to create an optimal learning environment for students. This

	Explanation
	led to significant student stress and concerns about not receiving the essential knowledge for success. The program hired a new Clinical Coordinator in January 2024 that had 19 years of teaching experience, who became the new Program Director in March 2024. This change resulted in Blackboard revision, and curriculum sequence changes that would help students have a schedule that was more family and work friendly. The instructor also had all assignments listed in the Blackboard calendar with due dates and students could see their current grades in the Grade Center.

Credential Earned – Academic Year 2023-2024

Surgical Technology is a new program. Data will be present going forward.

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
Surgical Technology (A45740)	A45740	DNA	DNA	DNA	DNA
		DNA	**DNA**	**DNA**	**DNA**

Trend Data - Credential Earned *Surgical Technology is a new program. Data will be present going forward.

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
Surgical Technology (A45740)	A45740	DNA	DNA	DNA	DNA
	Grand Total	**DNA**	**DNA**	**DNA**	**DNA**

Completion/Credentials Earned

	Explanation
<u>Graduation</u>: Using the data in the above tables, discuss the student completion data and any identified trends?	The program has not had a graduating cohort yet. The first cohort will graduate in Spring 2025.
Identify any known barriers to timely student completion and how they can be addressed.	The second-year students will be enrolled in SUR 137 in Spring 2025, which is a Professional Success Prep course. This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.
What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	

Employment Data: Surgical Technologists

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	64	1.7%	9	1.1%	$52,700
Lincoln	13	n/a	2	2.0%	$52,000
***Charlotte**	830	1.9%	129	1.5%	$57,900

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

Employment Data: Surgical Assistants

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	8	n/a	1	1.2%	$45,400
Lincoln	2	n/a	0	2.2%	$44,800
***Charlotte**	105	n/a	17	1.6%	$49,500

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Surgical Assistants and Technologists

Surgical Assistants and Technologists

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

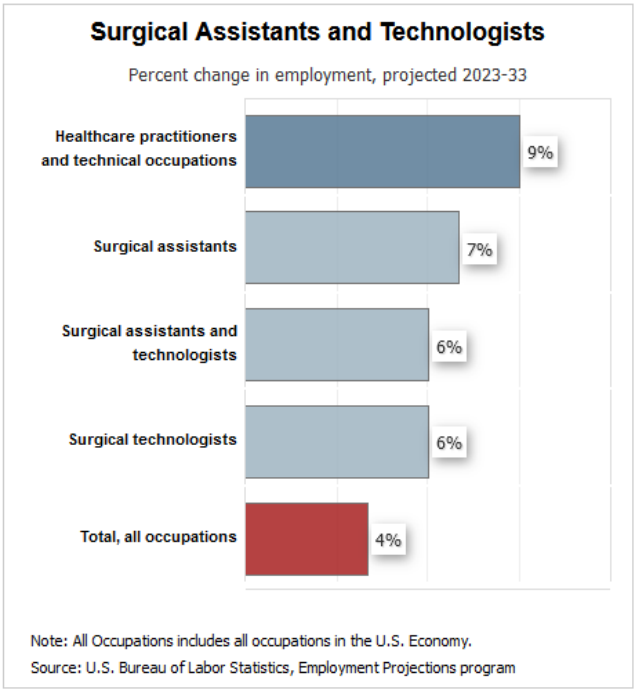
Overall employment of surgical assistants and technologists is projected to grow 6 percent from 2023 to 2033, faster than the average for all occupations.

About 8,700 openings for surgical assistants and technologists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

The aging of the large baby-boom generation is expected to increase the demand for surgical procedures, which should result in a greater need for surgical assistants and technologists. A rise in the number of surgeries among all age groups also is expected to support job growth.

Heightened demand for these workers is expected in outpatient settings, such as ambulatory surgery centers. These facilities are seeing an increase in the number of surgeries because of advances in medical technology and changes in insurers' policies.



Employment projections data for surgical assistants and technologists, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Surgical assistants and technologists	—	134,000	142,000	6	7,900	—
Surgical assistants	29-9093	21,300	22,700	7	1,400	Get data
Surgical technologists	29-2055	112,800	119,300	6	6,500	Get data

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/healthcare/surgical-technologists.htm#tab-6

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Surgical Technologists

Show More

Help

Description: what do they do?

Assist in operations, under the supervision of surgeons, registered nurses, or other surgical personnel. May help set up operating room, prepare and transport patients for surgery, adjust lights and equipment, pass instruments and other supplies to surgeons and surgeons' assistants, hold retractors, cut sutures, and help count sponges, needles, supplies, and instruments.

Also known as:

Certified Surgical Technician, Certified Surgical Technologist (CST), Operating Room Surgical Technician (OR St), Operating Room Technician (OR Tech), Operating Room Technologist (OR Tech), Surgical Scrub Technician, Surgical Scrub Technologist (Surgical Scrub Tech), Surgical Technician, Surgical Technologist (Surgical Tech)

Career video

View transcript

Projected employment

North Carolina	United States
3,370 2022 Employment	112,800 2023 Employment
3,960 2032 Employment	119,300 2033 Employment
18% Percent change	6% Percent change
280 Annual projected job openings	7,200 Annual projected job openings

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Expected to grow much faster than average

Find job openings

Typical wages

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Surgical%20Technologists&onetcode=29-2055.00&location=28034

careeronestop
your source for career exploration, training & jobs

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Surgical%20Assistants&onetcode=29-9093.00&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	Students graduate and earn credentials rather than transferring to a four-year university. No transfer options available. The aging of the baby boomer population increases the demand for surgical procedures which should increase the need for surgical technologists. A rise in the number of surgeries among all age groups is expected to support job growth. There is an expected 6% job growth from 2023-2033, which is much faster than average. Job outlook for a surgical technologist is bright.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	This program was started at the request of CaroMont Regional Medical Center due to the shortage of surgical technologists in their operating room. There were also several letters of support from community hospitals due to the shortage.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	According to the NC Dept. Of Commerce, the annual growth rate is 1.5% and over 5,000 openings in Charlotte and the surrounding areas. By partnering with CaroMont and other area hospitals, we can meet the needs of the community. Additionally, this collaboration opens innovative marketing opportunities that can help drive enrollment and growth. The Program Advisory Committee (PAC) is driven to empower students by supporting training within the clinical setting that can significantly enhance their employability. Because of the diverse communities of interest within the Program Advisory Committee (PAC), more awareness will be forthcoming about the surgical technology profession.

	Explanation
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The Surgical Technology lab is state-of-the-art with new equipment the is fully functional, giving students real world experiences.

SECTION IV: CONNECTION

Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Surgical Technology (45740)	DNA	DNA	DNA	DNA	12.31

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Surgical Technology	$96,874.28	12.0	$60,867.56	($36,006.72)	12.3	$62,603.00	($34,271.28)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The Surgical Technology Program had an FTE count of 12.3 for Fall 2023. Surgical Technology is a viable program for Gaston College. Many area healthcare facilities require employees to obtain associate degrees and hold certifications for employment, making the Surgical Technology Program vital to Gaston and Lincoln County residents.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The Surgical Technology Program partners with CaroMont Regional Medical Center to offer students apprenticeship opportunities. CaroMont Health will pay for books, tuition, and uniforms for each apprentice, as well as give the student a part time job. The student will be offered a full-time position as a surgical technologist post-graduation.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Surgical Technology Program underwent the initial accreditation site visit on September 23rd and 245th, 2024 to obtain their accreditation status. Once results are submitted to CAAHEP, CAAHEP will make a published announcement indicating the status of the program's accreditation. The program must obtain accreditation status in order for students to sit for the national certification exam administered by the National Board of Surgical Technologists and Surgical Assistants. ARC/STSA site visitor's findings were no citation and no areas for improvement.

Curriculum Map – A45740 Surgical Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5
	Collaborate as a member of the healthcare team.	Demonstrate the application of anatomy and physiology concepts to meet current industry standards in the surgical setting.	Demonstrate aseptic technique and a sound surgical conscience when performing surgical procedures in the health care setting.	Explain universal precautions, principles of sterilization, and its application in the operating room (OR).	Explain and demonstrate client care concepts for the surgical environment.
SUR-110	I			I	I
SUR-111	I,D	I	I,D	I,D,M	I
SUR-122	D	I,D			D
SUR- 123	D,M	M	D,M	D,M	D,M
SUR-134		I,D			
SUR –135		M	M	M	M
SUR-210		M	M	M	M
SUR 211	I,D,M				
SUR 137	I,D,M				

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

Program Learning Outcomes - A45740 Surgical Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Collaborate as a member of the healthcare team.	Students will complete a final lab practicum in SUR 111: Perioperative Patient Care that involves role play of team members in the perioperative environment.	On average, students completing the assessment will earn at least 80% of the available points to demonstrate their ability to collaborate as a member of the healthcare team.	Fall 2023 Mean: 90% Range: 64%-90% n: 13	The lab practicum is a good measure of the program learning outcome. The students in the lab were divided into two sections allowing the instructor to focus on skills being accurately performed.	It has been determined that more skills need to be added to the assessment method.	Fall 2023 was the first semester.	To contribute to continuous improvement, the assessment will be modified for fall 2024 to include more healthcare team members in the role play and more skills.
2	Demonstrate the application of anatomy and physiology concepts to meet current industry	Students will complete a final exam SUR 122: Surgical Procedures I with 100 questions.	On average, students completing the assessment will earn at least 80% of the	Spring 2024 Mean: 75% Range: 58% - 88% n: 8	The assessment is broad-based testing students' knowledge of anatomy and physiology	Need detailed information on specific concepts to determine what needs to be done for	The assessment was done for the first time in spring 2024.	The textbook will change for spring 2025 with a new edition with added content. The coursework will be in Blackboard Ultra.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	standards in the surgical setting.		available points to demonstrate the application of anatomy and physiology concepts.		within different surgical specialties.	continuous improvement.		The assessment will be set up with test item analysis to determine frequently missed concepts.
3	Demonstrate aseptic technique and a sound surgical conscience when performing surgical procedures in the health care setting.	Students will complete a final instructor evaluation in SUR 123: Clinical Practice I.	On average, students will earn at least 80% on this assessment.	Spring 2024 Mean: 88% Range: 81%-89% n: 8 Summer 2024 Mean: 88% Range: 80%-94% n: 8	The assessment is a good match for the ELO because the students are performing a live surgical procedure in front of the instructor. The instructor can measure if the students can critically think through the steps of a surgical procedure using sound aseptic technique. Also, faculty	The assessment method will remain the same.	The assessment was done for the first time in spring 2024.	To contribute to continuous improvement, students will receive more feedback from teh Clinical Coordinator on a monthly basis which should result in students performing better on the final assessment.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					can observe if students can correct contaminations or breaks in sterility as they arise.			
4	Explain universal precautions, principles of sterilization, and its application in the operating room (OR).	Students will complete a final exam in SUR 111: Perioperative Patient Care.	On average, students will earn at least 80% on this assessment.	Fall 2023 Mean: 93% Range: 75% - 100% n: 13	The final exam measures students' knowledge of universal precautions, principles of sterilization, and its application in the operating room.	Need to be able to determine areas of weakness. In fall 2023 the test was not done in Blackboard; thus, item analysis was not performed.	Fall 2023 was the first semester.	The final exam will be modified and administered in Blackboard Ultra giving the instructor the ability to perform test item analysis.
5	Explain and demonstrate client care concepts for the surgical environment.	Students will complete a final instructor evaluation in SUR 135: Clinical Practice II.	On average, students will earn at least 80% on this assessment.	Fall 2024 will be the first assessment.	Fall 2024 will be the first assessment.	Fall 2024 will be the first assessment.	Fall 2024 will be the first assessment.	Fall 2024 will be the first assessment.

Program Review – A45780 Veterinary Medical Technology

Academic Year: 2023-2024 (Summer 2023, Fall 2023, Spring 2024)
College Dean: Dr. Lori Metcalf
Program Chair: Melanie Skinner
Program Code(s)/Name(s): Veterinary Medical Technology
List all degrees, diplomas, and certificate or other recognitions offer in the program:

- **A45780 Veterinary Medical Technology**
- **C45780 Veterinary Medical Technology – Foundations of Animal Science**
- **C45780P Veterinary Medical Technology – Foundations of Animal Science (CCP)**

SECTION I: EXECUTIVE SUMMARY

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

- ***Strengths:***
    - ***Innovative Approach:*** *The adoption of the Hy-Flex, web-assisted model enables students to have a better work/school/life balance.*
    - ***Faculty Support:*** *Faculty are open and available to assist students, demonstrating genuine concern for their success.*
    - ***Consistency:*** *Low turnover among full-time and part-time faculty ensures curriculum continuity and reduces stress for students and staff*
    - ***Versatility:*** *Faculty can teach any subject, allowing for seamless coverage when needed.*
    - ***Practical Experience:*** *Students gain hands-on experience with live animals before Work-based-learning (WBL), often outperforming peers from online programs.*
    - ***Enhanced Skills:*** *Splitting WBL into two 160 –hour sections allows students to practice and develop new skills alongside experienced professionals, reinforcing their learning and sometimes leading to employment opportunities.*

- ***Areas for Improvement:***
    - ***VTNE Pass Rate:*** *The program's Veterinary Technician National Exam (VTNE) 3-year pass rate is lower than desired partly due to the inclusion of data from the COVID-19 period. The program's pass rate is comparable to or higher than other community colleges in the state. The decrease in VTNE national pass rates was noted nation-wide after COVID. To improve student success, an online VTNE Prep class was introduced in the final two semesters, resulting in a 95% pass rate on the VTNE for the class of 2024, with 19 out of 23 graduates having taken it.*
    - ***Student Engagement:*** *With the transition to Hy-Flex, maintaining the same level of student engagement as in fully seated classes is a challenge. Faculty are exploring strategies to enhance engagement.*
    - ***Vet Tech Club Activity:*** *The Hy-flex model has reduced student interaction, leading to a disconnect. Efforts are underway to increase club activities and foster student unity.*
    - ***Survey Response Rates:*** *Graduate and employer survey response rates remain low. Finding a solution is challenging as participation cannot be mandated.*

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

- ***Enrollment and Preparedness:*** *Increasing enrollment has led to more students directly out of high school, who may be less prepared for the program's rigor, affecting retention and VTNE pass rates.*

- ***Needs:***
  - ***Additional Full-Time Faculty DVM:*** *To support the program's live animal component, an additional full-time DVM is needed. Currently, we have only one DVM, and their absence on days with animals limits our ability to prescribe treatments and medications or perform surgery and anesthesia. Animals entering the program also need to be assessed for illness or injury and prescribed appropriate treatments. This task is challenging for a single veterinarian. Increasing student enrollment will necessitate more animals, further demanding our current veterinarian's time and effort.*
- ***Actions:***
  - *Continue to require the VTNE Prep class and monitor student pass rates.*
  - *Continue to evaluate early-level disengagement from students in the Hy-Flex model and reach out to them early and often.*
  - *Research a way to ensure applicants are more prepared for the rigors of the program.*

SECTION II: PROGRAM DATA

Program Enrollments

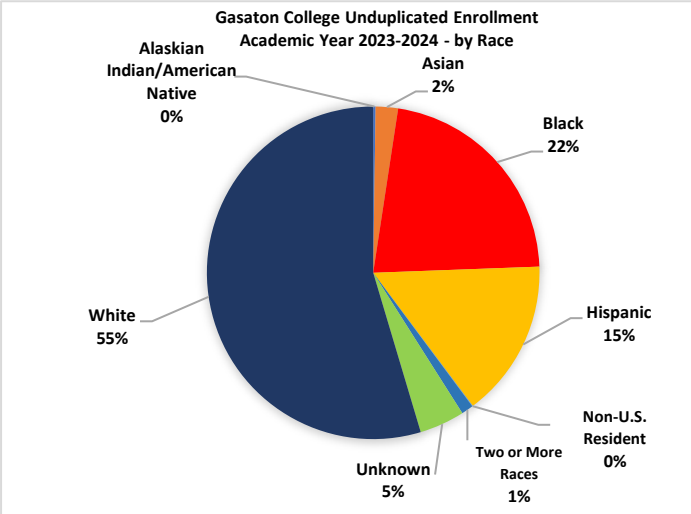
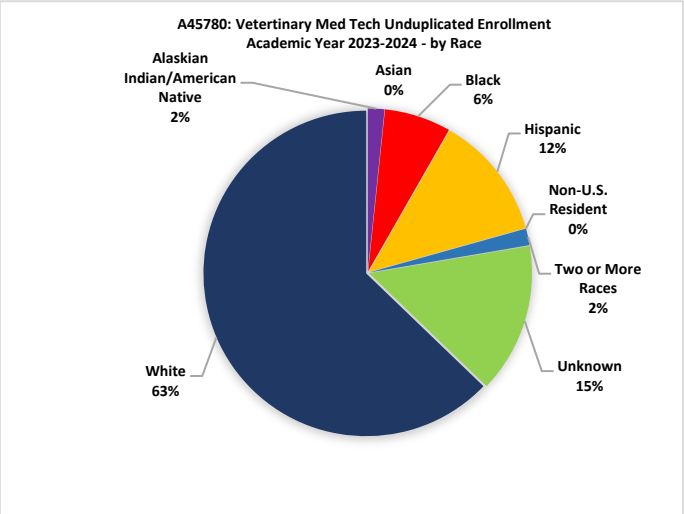
Academic Year 2023-2024 Unduplicated	A45780	C45780	C45780P
American Indian/Alaska Native	1	1	0
Asian	0	0	0
Black	6	2	0
Hispanic	12	3	0
Non-U.S. Resident	0	0	0
Two or More Races	2	0	0
Unknown	14	2	2
White	61	15	0
Grand Total	**96**	**23**	**2**

Entry – Program Enrollment

	Explanation/Narrative
Enrollment Analysis: Use the most recent program enrollment data, in the table above, to discuss the implication of the program's	Program enrollment has remained the same for the last 3 years. All pathways have been updated and reviewed.

	Explanation/Narrative
enrollment. For example, is the program enrollment growing or declining. Have Full-Time and Part-Time pathways been updated/reviewed? In comparison to neighboring institutions, how do our program hours compare? What are the differences in major courses? What strategies have been and/or will be implemented to improve enrollment goals? Improve the program for our students? Improve course offerings?	Program hours for Gaston College are 67. • AB Tech has 70 hours • Cape Fear CC has 74 • Central Carolina CC has 71 • Nash CC has 71 There are no differences in major courses. The program is working to implement a veterinary assistant certificate for students who complete the first three semesters. This initiative aims to boost completion rates and may attract students interested solely in obtaining the certificate.
Enrollment Analysis: Share the strategies that are utilized to support underserved populations and non-traditional enrollments. (Consider program demographic data compared to college wide demographic data.) New Question: Review program enrollment for A45780 at other institutions in our neighboring counties. Key Question: Why are students in Lincoln and Gaston counties not enrolling in the Veterinary Medical Technology program at GC? Identify strategies for enrollment growth.	**Cleveland CC** does **not** offer the VET program. **Catawba Valley CC** does **not** offer the VET program. **Central Piedmont CC** does **not** offer the VET program. T With the program primarily being offered at Gaston College and servicing students Lincoln, Gaston, and surrounding counties, what marketing efforts have been explored to reach students in and around our service area counties? The college plans to use marketing efforts to ensure the students in our service area understand the value of attending GC.

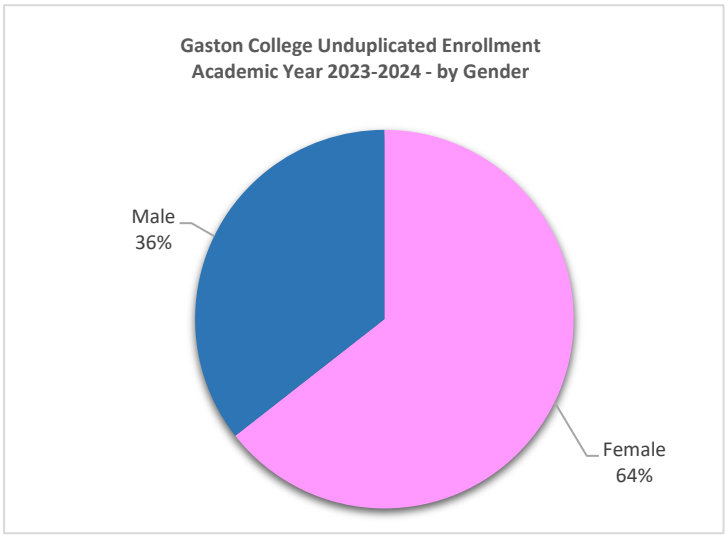
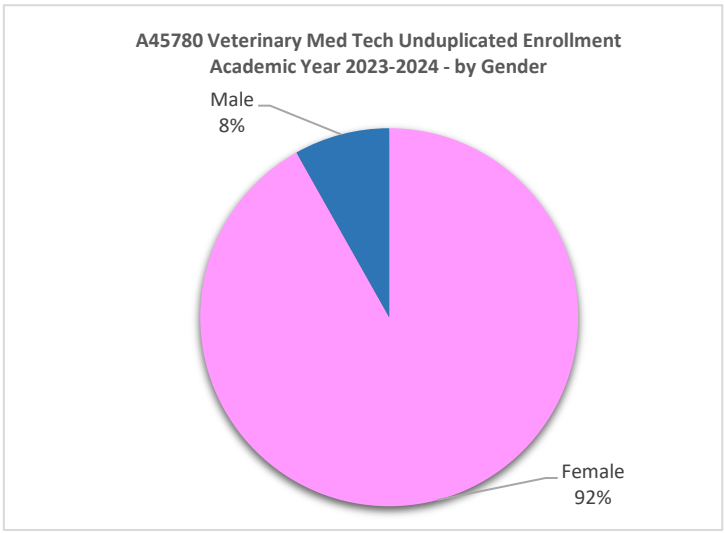
Demographic Enrollment Analysis by Race/Ethnicity:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

Demographic Enrollment Analysis by Race/Ethnicity: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to race/ethnicity. For example, explain the race/ethnicity group with the most difference compared to the college ***race/ethnicity*** data. Discuss program actions to enroll and retain underserved students or special population students.	Similar to the overall college demographic, the majority of students are white. The most significant demographic difference is among black students. Over the past five years, the program has seen an increase in black students applying to the program. The vet tech program has a much more diverse group of students regarding race, gender identity, and sexual orientation than it has in the past, and it is the program's desire to build a framework that reflects diversity, equity, inclusion, and belonging. Socioeconomic circumstances and inequalities make underserved students less inclined to pursue college in general, but it seems the veterinary field has a particular lack of diversity when it comes to race/ethnicity. Finding ways to target those students via social media, advertisement and community outreach would be beneficial in enrolling more diverse students. Once enrolled, referring students to resources such as TRIO or The Minority Male Mentoring Organization would give those students support. However, there are no clubs or organizations that target minorities in general, and establishment of such could assist in retention. Carolina Animal Referral and Emergency currently offers a scholarship aimed at supporting "underrepresented populations within the veterinary community". Promoting

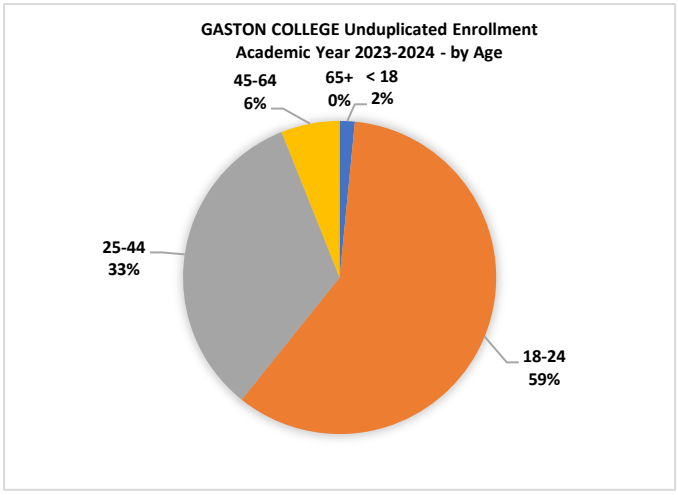
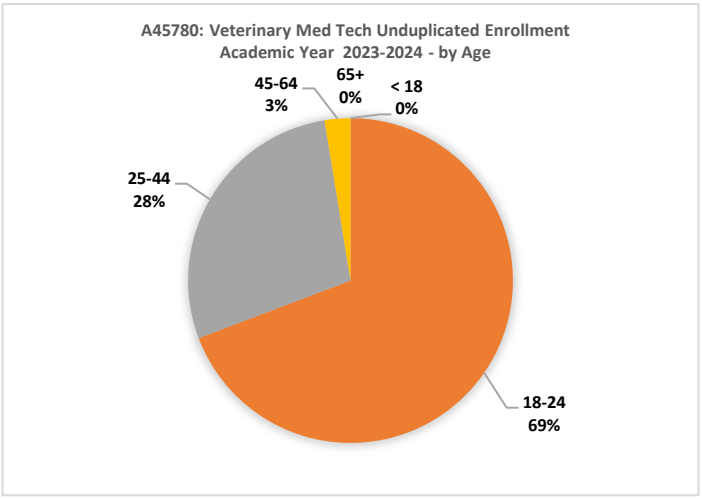
	Apprenticeship 321 to more veterinary hospitals may also help.

Demographic Enrollment Analysis by Gender:

College Wide – Demographics 2023-2024	Program – Demographics 2023-2024
	

<u>Demographic Enrollment Analysis by Gender</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to gender. For example, explain the if the ***gender*** breakout between male and female students is more, less, or the same as the college's overall gender breakout. Discuss program actions to enroll and retain underserved students or special population students.	The percentage of people who identify as female in the vet tech program is 92% versus Gaston College's 65%. Entrance into the veterinary profession in general has swung towards more female than male. The program has seen an increase in male students graduating in recent years. The vet tech program has a much more diverse group of students regarding race, gender identity, and sexual orientation than it has in the past, and it is the program's desire to build a framework that reflects diversity, equity, inclusion, and belonging. Finding ways to target those students via social media, advertisement and community outreach would be beneficial in enrolling more diverse students. Once enrolled, referring students to resources such as TRIO or The Minority Male Mentoring Organization would give those students support. Promoting Apprenticeship 321 to more veterinary hospitals may also help.

<u>Demographic Enrollment Analysis by Age:</u>

College Wide – Demographics 2023-2024	**Program – Demographics 2023-2024**
	

<u>Demographic Enrollment Analysis by Age</u>: Use the most recent program demographic enrollment data, in the graphics above, to discuss similarities and/or differences between the college's overall enrollment and the program's enrollment for **2023-2024** as it pertains to age**.** For example, explain if the	The age breakdown of students enrolled in the vet tech program is nearly identical to that of students enrolled in Gaston College. There are no actions the program needs to take.

age breakout between the different groups is more, less, or the same as the college's overall age breakout. Discuss program actions to enroll and retain underrepresented students or special population students.	

Program Course Information (Fall 2023 and Spring 2024)

Dept-Course	Students	Sections	Students/Section	FTE	FTE Value
Vet Tech	**576**	**72**	**8**	**87.7**	**$394,412.97**
VET-110	36	2	18	4.5	$20,244.33
VET-120	30	5	6	5.6	$25,305.41
VET-121	37	1	37	3.5	$15,605.00
VET-122	38	1	38	7.1	$32,053.52
VET-123	38	4	10	5.9	$26,711.27
VET-125	31	1	31	1.9	$8,716.31
VET-126	30	1	30	3.8	$16,870.28
VET-131	58	9	6	9.1	$40,769.83
VET-133	58	12	5	9.1	$40,769.83
VET-137	24	1	24	2.3	$10,122.17
VET-211	30	5	6	4.7	$21,087.84
VET-212	25	6	4	3.9	$17,573.20
VET-213	30	8	4	9.4	$42,175.69
VET-214	25	8	3	7.4	$33,389.09
VET-215	31	1	31	2.9	$13,074.46
VET-217	24	6	4	3.8	$16,870.28
VET-237	31	1	31	2.9	$13,074.46

Grade Distribution by Course and Delivery Method (Fall 2023 and Spring 2024)

Combining Blended and Seated into 1 group called Seated

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
VET-110	67%	17%	8%	3%	3%	0%	0%	0%	3%	0%	0%	92%	94%	3.46	94%
Online	50%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.50	100%
Seated	68%	15%	9%	3%	3%	0%	0%	0%	3%	0%	0%	91%	94%	3.45	94%
VET-120	60%	33%	7%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.53	100%
Seated	60%	33%	7%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.53	100%
VET-121	49%	32%	5%	3%	8%	0%	0%	0%	3%	0%	0%	86%	89%	3.14	89%
HyFlex	49%	32%	5%	3%	8%	0%	0%	0%	3%	0%	0%	86%	89%	3.14	89%
VET-122	66%	18%	8%	0%	5%	0%	0%	0%	3%	0%	0%	92%	92%	3.43	95%
Online	66%	18%	8%	0%	5%	0%	0%	0%	3%	0%	0%	92%	92%	3.43	95%
VET-123	58%	21%	11%	3%	5%	0%	0%	0%	3%	0%	0%	89%	92%	3.27	92%
Seated	58%	21%	11%	3%	5%	0%	0%	0%	3%	0%	0%	89%	92%	3.27	92%
VET-125	32%	65%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.33	100%
Seated	32%	65%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.33	100%
VET-126	27%	67%	3%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.24	100%
Seated	27%	67%	3%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.24	100%
VET-131	62%	34%	2%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.61	100%
Seated	62%	34%	2%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.61	100%
VET-133	76%	22%	0%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.77	100%
Seated	76%	22%	0%	0%	0%	0%	0%	0%	2%	0%	0%	98%	98%	3.77	100%
VET-137	88%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.88	100%
Online	88%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.88	100%
VET-211	57%	37%	3%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.55	100%
Seated	57%	37%	3%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.55	100%
VET-212	40%	56%	4%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.36	100%
Seated	40%	56%	4%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.36	100%
VET-213	63%	33%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.66	100%
Seated	63%	33%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.66	100%
VET-214	52%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.52	100%
Seated	52%	48%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.52	100%
VET-215	35%	42%	16%	3%	0%	0%	0%	0%	3%	0%	0%	94%	97%	3.13	97%
Seated	35%	42%	16%	3%	0%	0%	0%	0%	3%	0%	0%	94%	97%	3.13	97%
VET-217	96%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.96	100%
Seated	96%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	3.96	100%
VET-237	55%	42%	0%	0%	0%	0%	0%	0%	3%	0%	0%	97%	97%	3.57	100%

Course by Delivery Method	%A	%B	%C	%D	%F	%P	R%	I%	%W	Other	%NS	Success C+	Success D+	GPA	Success C+ of Completers
Seated	**55%**	**42%**	**0%**	**0%**	**0%**	**0%**	**0%**	**0%**	**3%**	**0%**	**0%**	**97%**	**97%**	**3.57**	**100%**
College	**43%**	**24%**	**11%**	**4%**	**5%**	**2%**	**0%**	**0%**	**11%**	**0%**	**1%**	**81%**	**84%**	**3.12**	**90%**

Progress: **Course and Grade Distributions Analysis**

	Explanation
<u>Course Sequence/Success</u>: Are courses (including general education and elective courses) selected and sequenced in a way that makes sense? (Math and English requirements in the first semester/year) How do Course Success Rates compare to the College success rate? Are the courses that are being offered for the program meeting enrollment needs? Share/Identify courses that have low enrollment.	All courses (including general education and elective courses) are selected and sequenced in a way that makes sense. The program has a much higher success rate than the college, however, the program requires a passing grade of 80% or above for successful completion whereas the general education programs require a passing grade of 70% or above. Comparing our success rate using 70% or above does not utilize the data correctly if looking at retention in our program. Students are enrolled in cohorts. Classes in which students are least successful tend to be those in the first two semesters. This is often due to withdrawals of younger students who change their minds, students with life challenges, and students who are not prepared for the rigor of a medical program.
<u>Curriculum/Course Materials</u> Have the program's core course requirements or total credit hours been reviewed or revised within the last two years? Are significant curriculum revisions anticipated in the next two years? Does the program offer clinical, WBL, or Apprenticeship opportunities? If the program offers Career and College Pathways (CCP) at one or more service area high schools, **how does faculty ensure instruction in CCP Pathways is of equal quality and rigor as the college campus program?**	The program's core course requirements and total credit hours have been reviewed or revised within the last two years. The addition of a Veterinary Assistant Certificate will utilize the courses already offered in the order they are offered. The program has two WBL classes; one each summer. The program is teaching out the CCP pathway. However, students currently in the pathway get the same courses as the students accepted into the program, oftentimes the CCP students are enrolled in a class with the students accepted into the program.

	Explanation
<u>Modality</u>: **How does the program ensure they are choosing the best delivery methods?** Consider course success rates by modality. Include Quality Matters and online training information here	Currently, the only data available is that of the traditional seated modality. The program is monitoring student involvement in the online aspects of the vet tech program. One vet tech faculty member is Quality Matters Certified. All full-time faculty are Blackboard Accessibility Certified.

<u>Student Achievement</u>:
What strategies have been and/or will be implemented to impact the low enrollment, low success rate, high withdrawal rate courses within the program?
	Courses with Low Enrollment
	• Students are enrolled in cohorts and progress through the program in cohorts.
	
	Courses with Low Success Rates
	• There are four courses with lower success rates:
	  ○ VET 123: Parasitology
	  ○ VET 121: Medical Terminology
	  ○ VET 120: Anatomy and Physiology
	  ○ VET 215: Pharmacology
	• VET 120, 121, and 123 are first-semester courses where students often face challenges meeting the rigor of the program. Faculty provide tutoring and refer students to appropriate resources as needed.
	
	Courses with High Withdrawal Rates
	• Courses with high withdrawal rates tend to be the same as those with low success rates.

<u>Evaluation</u>: Upon reviewing course evaluations share some of the common positive and negative statements students have indicated. Explain how the student feedback is being used to improve the course(s).	Positive statements focused on faculty and their commitment to student learning. Negative feedback focused on perceived lack of consistency when faculty evaluate student skills. Faculty adhere to established protocols when students perform skills, but during clinical labs, variations in faculty styles and perceptions may occur. Faculty must teach and evaluate students while ensuring the safety and well-being of both students and patients. Given the uniqueness of each situation, achieving uniformity in evaluations is challenging. Faculty continually seek methods to make lab instructor evaluations more equitable, though individual instructor perspectives and student personalities inevitably influence the process.

Program Retention Data

Program Titles	Programs Code	Fall 2022 to Fall 2023 retention	Fall 2023 to Spring 2024 retention
Veterinary Medical Technology (A45780)	**A45780**	89%	63%
Veterinary Medical Technology-Foundations of Animal Science (C45780)	**C45780**	DNA	DNA
C45780P Veterinary Medical Technology – Foundations of Animal Science (CCP)	**C45780P**	DNA	DNA

Program Progress: Retention and Progression

	Explanation
SLOs and Curriculum Map: Attach curriculum map and analysis of program learning outcomes.	See the attached curriculum map and program learning outcomes.
Retention and Progression: Discuss the program retention and identify any barriers to student progress. Consider course success/withdrawal data.	Retention rates are lowest during the fall and spring semesters, primarily due to the challenges faced by first-year students. Consequently, the retention rate from fall to spring (63%) is lower than from fall to fall (89%). Students who successfully complete the first two semesters are more likely to finish the program. The Fall 2022 cohort began with 43 students, including 2 returning students, and graduated 22 students, resulting in a 51% retention rate. The Fall 2023 cohort started with 36 students, including 1 returning student, and currently has 23 students, reflecting a 63.89% retention rate.

Credential Earned – Academic Year 2023-2024

Program Titles	Programs Code	2023SU	2023FA	2024SP	Grand Total
Veterinary Medical Technology (A45780)	**A45780**	17	0	0	17
Veterinary Medical Technology-Foundations of Animal Science (C45780)	**C45780**	0	17	5	22
Veterinary Medical Technology (C45780P)	**C45780P**	0	0	1	1
		17	**17**	**6**	**40**

Trend Data - Credential Earned

Program Titles	Programs Code	2020-2021	2021-2022	2022-2023	2023-2024
Veterinary Medical Technology (A45780)	**A45780**	23	29	21	17
Veterinary Medical Technology-Foundations of Animal Science (C45780)	**C45780**	0	35	20	22
Veterinary Medical Technology (C45780P)	**C45780P**	0	4	4	1
	Grand Total	**23**	**68**	**45**	**40**

Completion/Credentials Earned

	Explanation
Graduation: Using the data in the above tables, discuss the student completion data and any identified trends. Identify any known barriers to timely student completion and how they can be addressed. What strategies have been and/or will be implemented to improve time to degree completion? Improve success for being career ready for employment upon graduating with degree?	The completion rate for the vet tech program has remained consistent. The 2023 – 2024 data reflects students who began in Fall 2021 during the pandemic. With 30 students enrolled in the graduating class of 2023 and an expected attrition rate of 40 – 50%, 17 students graduating is within the expected completion rate. The data for C45780 (Foundations of Animal Science) does not seem correct since we certainly did not have that many students from East Gaston. I cannot speak on that data. The primary obstacle to timely student completion is achieving a course grade of 80% or higher. As noted, many incoming students are often unprepared for the program's rigor. According to a study published in *Frontiers in Veterinary Science* on May 8, 2024, the following factors contribute to lower retention rates in veterinary technology programs: • Mental health issues • A lower number of students able to pass their classes • Challenges in balancing work, academic, and personal life Frontiers | Trends in enrollment, retention, and graduation of United States veterinary technicians/nurses schools Students coming out of high school with no college experience are not prepared for the rigor of the program and do not have sufficient study skills. The program is looking into the advisability of adding pre-requisite class(es) to help prepare students who want to apply.

	Explanation
	The program is also in the process of preparing a veterinary assistant certificate curriculum, with the hope this will aid in increasing completion rates. The research paper mentioned above highlighted the implementation of a coaching program, in addition to an academic tutoring program. Such a program could be beneficial for all students at Gaston College.

Employment Data: Veterinary Assistants and Laboratory Animal Caretakers

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	72	4.2%	35	2.6%	$34,700
Lincoln	37	3.8%	19	3.5%	$34,200
***Charlotte**	1,152	4.4%	574	3.0%	$37,500

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

Employment Data: Veterinary Technologist and Technicians

JobsEQ 2024 Q1					
County	**Employees**	**Unemployment Rate**	**Total Demands Job Availability**	**Annual Growth Rate**	**Average Annual Wage**
Gaston	61	n/a	15	2.6%	$42,900
Lincoln	31	n/a	9	3.5%	$42,300
***Charlotte**	989	0.4%	215	3.0%	$43,600

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

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Veterinary Assistants and Laboratory Animal Caretakers

Veterinary Assistants and Laboratory Animal Caretakers

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

About this section

Employment of veterinary assistants and laboratory animal caretakers is projected to grow 19 percent from 2023 to 2033, much faster than the average for all occupations.

About 25,800 openings for veterinary assistants and laboratory animal caretakers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

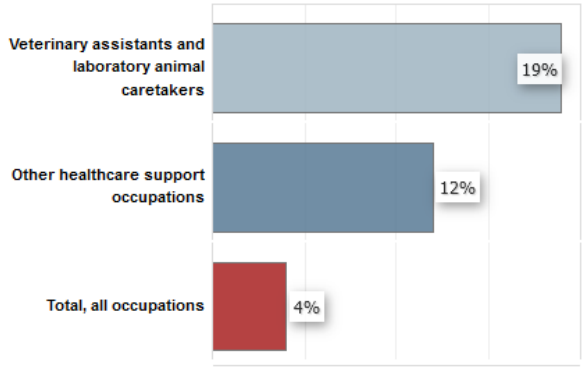
Employment

Increases in consumers' pet-related spending are expected to drive employment in the veterinary services industry, which employs most veterinary assistants and laboratory animal caretakers. In clinics and other veterinary service establishments, assistants help veterinarians and veterinary technicians and technologists with various procedures. Demand for veterinary assistants will be strong as the demand for these procedures increases.

Also, laboratory animals will continue to be needed as part of the scientific research process to help ensure the safety and efficacy of new medical, surgical, and pharmacological techniques. This is expected to create demand for laboratory animal caretakers.

Veterinary Assistants and Laboratory Animal Caretakers

Percent change in employment, projected 2023-33



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for veterinary assistants and laboratory animal caretakers, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Veterinary assistants and laboratory animal caretakers	31-9096	118,200	141,100	19	22,900	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay

State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website
https://www.bls.gov/ooh/healthcare/veterinary-assistants-and-laboratory-animal-caretakers.htm#tab-6

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Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Veterinary%20Assistants%20and%20Laboratory%20Animal%20Caretakers&onetcode=31-9096.00&location=28034

U.S. BUREAU OF LABOR STATISTICS

U.S Bureau of Labor Statistics
Veterinary Technologists and Technicians

Veterinary Technologists and Technicians

PRINTER-FRIENDLY

Summary | What They Do | Work Environment | How to Become One | Pay | **Job Outlook** | State & Area Data | Similar Occupations | More Info

Job Outlook

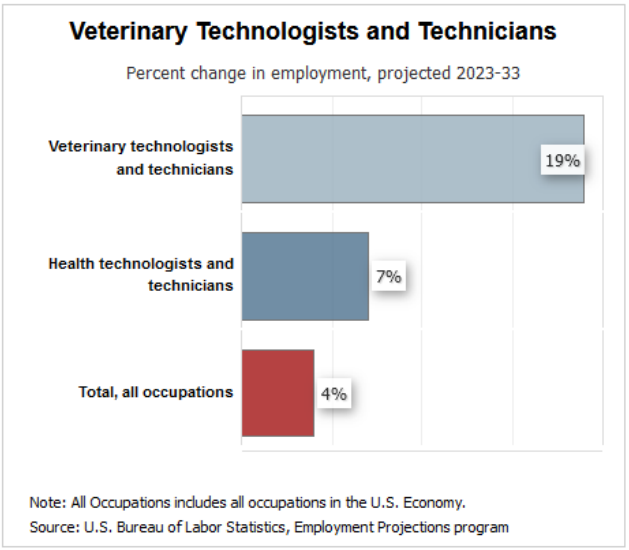
About this section

Employment of veterinary technologists and technicians is projected to grow 19 percent from 2023 to 2033, much faster than the average for all occupations.

About 15,400 openings for veterinary technologists and technicians are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

As the number of households with pets and spending on pets continue to rise, strong demand is expected for veterinary technologists and technicians. Increased treatment options also will contribute to rising demand for these workers over the projections decade.



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

Employment projections data for veterinary technologists and technicians, 2023-33

Occupational Title	SOC Code	Employment, 2023	Projected Employment, 2033	Change, 2023-33		Employment by Industry
				Percent	Numeric	
Veterinary technologists and technicians	29-2056	125,700	150,000	19	24,300	Get data

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

<- Pay

State & Area Data ->

Click on the link below to access US Labor Bureau of Statistics website

https://www.bls.gov/ooh/healthcare/veterinary-technologists-and-technicians.htm#tab-6

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Veterinary Technologists and Technicians

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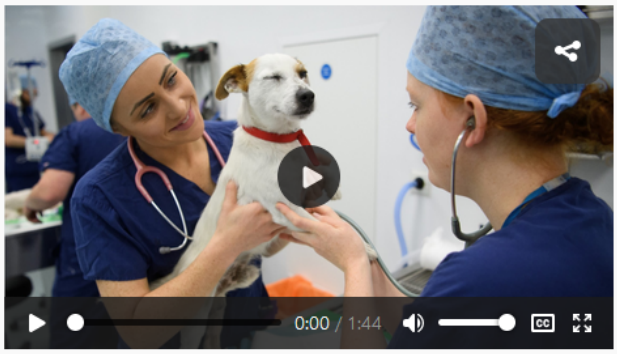
Description: what do they do?

Perform medical tests in a laboratory environment for use in the treatment and diagnosis of diseases in animals. Prepare vaccines and serums for prevention of diseases. Prepare tissue samples, take blood samples, and execute laboratory tests, such as urinalysis and blood counts. Clean and sterilize instruments and materials and maintain equipment and machines. May assist a veterinarian during surgery.

Also known as:

Certified Veterinary Technician (CVT), Emergency Veterinary Technician (Emergency Vet Tech), Internal Medicine Veterinary Technician (Internal Medicine Vet Tech), Licensed Veterinary Technician (LVT), Registered Veterinary Technician (RVT), Veterinarian Technician (Vet Tech), Veterinary Laboratory Technician (Vet Lab Tech), Veterinary Nurse (Vet Nurse), Veterinary Technician (Vet Tech), Veterinary Technologist

Career video



View transcript

Projected employment

North Carolina	United States
3,480 **2022 Employment**	125,700 **2023 Employment**
4,430 **2032 Employment**	150,000 **2033 Employment**
27% **Percent change**	19% **Percent change**

Outlook: will there be jobs?

Bright

New job opportunities are **very likely** in the future.

This occupation is:

- Expected to grow much faster than average

Find job openings

Click on the link below to access NC Career Onestop website

https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Veterinary%20Technologists%20and%20Technicians&onetcode=29-2056.00&location=28034

Transition/Employment Outcomes

	Explanation
Job Placement/Transfer: Share the graduation outcome data regarding job placement or transfer. (Consider JobsEQ data, GradCast data, Performance Measures, and UNC Transfer data)	In 2023 - 2024, the Veterinary Technology Program graduated 24 students. Compared to the job demands and availability for Gaston and Lincoln Counties (15 and 9, respectively), the program is meeting the demand. However, most practices seeking technicians are in the Charlotte area, where the demand far exceeds the program's current graduating class size.

SECTION III: CONNECTION

	Explanation
How valuable is this program to the community? (Review JobsEq data, consider the NC Commerce Labor Market Data Tools & Reports, https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools#EmploymentProjections-405 https://www.commerce.nc.gov/data-tools-reports/labor-market-data-tools/employment-projections#IndustryProjections-272)	The demand for educated licensed technicians is growing. According to data from the Department of Labor, the job market for credentialed technicians is projected to grow by 24% by 2030. This program is valuable to the counties Gaston College serves and neighboring counties. According to the 2023 – 2025 Occupational Projections for NC, there are an average of 357 annual openings for veterinary technicians and 1,087 openings for veterinary assistants. Implementing a veterinary assistant certificate would be a valuable asset to the veterinary community.
Community: How does this program lead to employment opportunities in the local community or prosperity zone? How have we benefitted from community partnerships and what other opportunities exist for collaboration? What is the advisory committee feedback?	The program does not have an official way to keep up with these numbers. However, word-of-mouth shows that graduates of the Vet Tech Program have an employment rate of approximately 98% in the field of their major immediately after graduation. The program partners with Gaston County Animal Care and Enforcement to assist in socialization, treatment, diagnostics, and spaying and neutering of dogs and cats brought into the shelter. This partnership helps provide space in the shelter, de-stresses the animals and decreases the number of unwanted pets in Gaston County, while allowing students to get a quality education. Students seek WBL employment in a variety of veterinary facilities across the state. Many of these facilities end up hiring the student and ask for more WBL students. The NCAVT rotates hosting continuing education seminars for veterinary technicians among the veterinary technology programs in the state. Technicians and other veterinary professionals from around the state attend lectures at Gaston College when it is the program's turn to host.

	Explanation
	Advisory committee members state that the local employers are happy with Gaston College graduates and would like to see more graduates enter the workforce.
Uniqueness: What do we do that sets us apart from neighboring institutions? How effective are the departments promotional and outreach efforts in highlighting this unique vision and attracting students?	The veterinary technology program started a "Hy-flex/Web-assisted" modality. • All lectures will be available in 3 different formats. Students may choose which modality works best for that day. o They can attend the lesson seated o They can attend the lesson simultaneously via Zoom o They can watch the recording of the lecture and submit notes • All labs will be seated or mostly seated This will allow students who need to work more flexibility to better suit their needs while providing each student with the same class material and lecture. Gaston College's marketing team has been good at marketing the program through social media, but outreach to adjacent counties would be beneficial.

SECTION IV: CONNECTION
Curriculum FTEs by Students' Primary Major

FTE	19-20	20-21	21-22	22-23	23-24
Veterinary Medical Technology (A45780)	95.13	93.56	90.72	86.41	101.97

Program Financial Viability

Program	Total Costs	FTEs by Major Prefixes	FTE Values by major Prefixes	Revenue - Cost by major Prefixes	FTEs by Program of Study (NCCCS data)	FTEs Values Program of Study	Revenue - Cost by Program of Study
Vet Tech	$517,793.92	88.1	$396,170.29	($121,623.63)	102	$458,871.48	($58,922.44)

Program Financial Viability

	Explanation
How financially viable is the program? (Consider FTE data and program financial viability data)	The program has two summer semesters which are not calculated in the FTE's. However, with the remodeling of the program, the lab-heavy classes that were in the summer have been moved to the spring. This should increase FTE's.

SECTION V: Partnerships/Community Outreach

	Explanation
What partnerships and/or community outreach activities are related to the program?	The program partners with Gaston County Animal Care and Enforcement to assist in socialization, treatment, diagnostics, and spaying and neutering of dogs and cats brought into the shelter. This partnership helps provide space in the shelter, de-stresses the animals and decreases the number of unwanted pets in Gaston County, while allowing students to get a quality education. The program hosts a job/externship fair every February for prospective hospitals to meet students seeking WBL externship sites. In Spring of 2024, 27 veterinary facilities attended. Students seek WBL employment in a variety of veterinary facilities across the state. Many of these facilities end up hiring the student and ask for more WBL students. The NCAVT rotates hosting continuing education seminars for veterinary technicians among the veterinary technology programs in the state. Technicians and other veterinary professionals from around the state attend lectures at Gaston College when it is the program's turn to host. Wake Forest University supplies mice for student learning and one of the RVT's that works in the research lab comes to speak with the students about the handling and housing of research mice. Charlotte-Mecklenburg Animal Care and Control is allowing vet tech students the opportunity to sign up as volunteers during spay/neuter days. This initiative provides the students with valuable hands-on-experience while also supporting the shelter by increasing the number of trained volunteers.

SECTION VI: ADDITIONAL INFORMATION

	Comments
Please include any additional data and/or information related to program-level accreditation.	The Veterinary Medical Technology Program at Gaston College is accredited by the AVMA and is due for reaccreditation in 2026 –2027.

Curriculum Map - A45780 Veterinary Technology

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	Prepare animals and equipment for examination and surgery.	Safely prepare and administer medications in a veterinary setting.	Correctly collect specimens for laboratory analysis.	Safely perform laboratory, radiographic, anesthetic, and dental procedures in a veterinary setting.	Competently assist the veterinarian in surgical procedures.	Provide proper husbandry of animals and their environment.	Demonstrate an understanding of common veterinary diseases and diagnostic procedures.	Demonstrate knowledge of veterinary regulatory issues and veterinary office procedures.
VET 110						I, D, M	I	I
VET 121	I	I	I	I		I	I	
VET 123			D		I		I	
VET 120	D	D				D	D	
VET 131			D	D			D	
VET 133	D	D	D	D			D	
VET 237		D				D	D	D
VET 211			D	D		D	D	
VET 213	D	D		D			D	
VET 125			D		D	D		D
VET 215		D				D	D	D
VET 217	D	D	D	D			D	D
VET 212			D, M	D, M	D	D, M	D, M	D, M
VET 214	D, M	D, M		D, M			D	
VET 126	D, M		D, M		D, M	M	D	D
VET 137				M			D, M	

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

Program Learning Outcomes - A45780 Veterinary Medical Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Prepare animals and equipment for examination and surgery.	Students will demonstrate competency in essential skills relating to surgical prepping of patient and setting up a surgical suite.	At least 80% of students will successfully complete the essential skills related to surgical prep of patient and setting up a surgical suite before the completion of VET 213.	Spring 2024: 100% of completers successfully demonstrated competency in this PLO. Of the 23 students that completed the program in Spring 2024, 19 students completed the skills in VET 213 in Fall 2023 and 4 completed the skills in VET 214, Spring 2024 (82.6%).	Students have opportunities to practice skills with guidance from faculty and to complete unfinished skills in other classes.	More time for students outside of lab hours would assist students in completing skills in a timelier manner although the number of students that successfully completed the skills in VET 213 was above the 80% success rate, it is close, and with the application of the Hy-Flex model, the program the program will need to monitor this data.	AVMA requires completion of these skills for graduation so no student can complete the program without completing these skills. Previous data asked if 90% of students successfully completed the skills before graduation, and the answer was always 100%. We modified the question to help determine how many students completed the skills related to this PLO during the course in which the PLO	With the switch to a Hy-Flex modality, the program is collecting data on how the opportunity to complete skills may be affected by the decrease in in-person lab hours.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
							was introduced and developed.	
2.	Safely prepare and administer medications in a veterinary setting.	Students will demonstrate competency in essential skills relating to administering oral, topical, subcutaneous, intramuscular, and intravenous medications.	At least 80% of students will successfully complete the essential skills related to oral and topical medications at the completion of VET 133 and completion of subcutaneous, intramuscular, and intravenous medications by VET 213.	Summer 2023 and Fall 2023: 100% of completers successfully demonstrated competency. Out of 52 students in VET 133, 96% of students completed the skills related to that class in that class. 32 students had 6 skills each to complete for VET 213 related to this PLO. Of these 192 skills, 3 skills were not completed in VET 213.	Students have opportunities to practice skills with guidance from faculty and the opportunity to complete unfinished skills in other classes.	Students tend to complete skills in the courses to which the skills are assigned; however, it is close, and with the implementation of the Hy-Flex model, the program will need to monitor this carefully.	AVMA requires completion of these skills for graduation so no student can complete the program without completing these skills. Previous data asked if 90% of students successfully completed the skills before graduation, and the answer was always 100%. We modified the question to help determine how many students completed the skills related to this PLO during the course in which the PLO was introduced and developed.	With the switch to a Hy-Flex modality, the program is collecting data on how the opportunity to complete skills may be affected by the decrease in in-person lab hours.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3.	Correctly collect specimens for laboratory analysis.	Students will correctly collect urine and blood for laboratory analysis.	At least 80% of students will successfully complete the essential skills related to urine and blood collection by the completion of VET 212.	Fall 2023: 100% of completers successfully demonstrated competency in this skill. 28 students had 9 skills each to complete related to this PLO. Of these 252 skills, 4 skills (all blood collection skills) were completed in the following semester in WBL.	Students have opportunities to practice skills with guidance from faculty starting in VET 211, during the spring semester.	More opportunities to collect blood.	AVMA requires completion of these skills for graduation so no student can complete the program without completing these skills. Previous data asked if 90% of students successfully completed the skills before graduation, and the answer was always 100%. We modified the question to help determine how many students completed the skills related to this PLO during the course in which the PLO was introduced and developed.	With the switch to the Hy-Flex modality, the program will begin teaching this skill in VET 131 during the spring semester. The students will then have their WBL course in the summer to continue to practice. The program will monitor the success of this action during the next evaluation of PLO's.
4.	Safely perform laboratory,	Students will safely	At least 80% of students will	Spring 2024: 100% of completers	Students have opportunities to practice	The program exceeded the benchmark for	The program exceeded the benchmark for	Monitor the ability of students to complete these

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	radiographic, anesthetic and dental procedures in a veterinary setting.	perform fecal flotations, safely take radiographs, safely anesthetize and safely perform dental procedures.	successfully complete the essential skills related to fecal flotation by the end of VET 123 and skills related to radiographs and anesthesia by the end of VET 214.	successfully demonstrated competency in the skills related to this PLO. The skills evaluated for VET 123 were completed by 100% of the students by the end of the course. The skills related to VET 214 were completed by 100% of the students by the end of the course.	skills with guidance from faculty. Students have the opportunity to complete the skills related to radiographs and anesthesia in VET 213.	this PLO. Will continue to monitor the skills related to this PLO to identify any that may need to be started earlier.	this PLO. Will continue to monitor the skills related to this PLO to identify any that may need to be started earlier.	skills with less in-person lab time. Determine if some of the skills related to dentistry can be introduced in other classes more effectively.
5.	Competently assist the veterinarian in surgical procedures.	Students will competently assist the veterinarian in surgical procedures.	At least 80% of students will successfully complete the essential skills related to surgical assisting by the end of VET 214.	Fall 2023: 100% of completers successfully demonstrated competency. The skills related to VET 214 were completed by 100% of the students by the	Students have opportunities to practice skills with guidance from faculty. Students have the opportunity to complete the skills related to surgical	The program exceeded the benchmark for this PLO. Will continue to monitor the skills related to this PLO to identify any that may need to be started earlier.	The program exceeded the benchmark for this PLO. Will continue to monitor the skills related to this PLO to identify any that may need to be started earlier.	Monitor the ability of students to complete these skills with less in-person lab time. Determine if some of the skills related to dentistry can be introduced in other classes more effectively.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				end of the course.	assisting in VET 213.			
6.	Provide proper husbandry of animals and their environment.	Students will be able to adequately explain the proper care of animals and the environment in which they must be housed.	At least 80% of students will receive an 80% or above exam average in VET 110, (Animal Breeds and Husbandry).	Fall 2023: 90% (28/31) students received an 80% or above exam average.	Students have many resources for studying.	The program exceeded the benchmark for this PLO.	The program exceeded the benchmark for this PLO.	With the switch to the Hy-Flex modality, the program will monitor the ability of students to continue to meet or exceed the benchmark.
7.	Demonstrate an understanding of common veterinary diseases and diagnostic procedures.	Students will adequately explain common veterinary diseases and diagnostic procedures.	At least 80% of students will receive an 80% or above exam average in VET 126. (Veterinary Diseases 2).	Fall 2023: 66% (19/29) students received an 80% or above exam average. While 66% of students scored below the 80% average, 4 other students received an average of 81 – 82%.	Students have many resources for studying and tutoring.	The percentage of students with a minimum exam average of 80% is well below the benchmark.	Faculty are already discussing what material is foundationally important and what is not. The faculty will also work to make VET 211 coincide more with VET 126 since the courses cover the same topics, but from a different perspective.	The program will evaluate the material students are tested on and determine if focusing on more foundational information and reiterating that information in other classes will increase the percentage.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
8.	Demonstrate knowledge of veterinary regulatory issues and veterinary office procedures.	Students will demonstrate adequate knowledge of veterinary regulatory issues and veterinary procedures.	Students will achieve a minimum of an 80% average in VET 137, (Veterinary Office Practices) lecture.	Spring 2024: 100% (24/24) students received an 80% or above exam average.	This class is set up in such a way that students are graded more for their participation in discussion boards etc than by exams. The goal of this class is to make students think about interpersonal communication and client education.	The percentage of students with a minimum class average of 80% is well above the benchmark.	The program exceeded the benchmark for this PLO.	The program will continue to evaluate student success in this course and to modify as needed.

Program Learning Outcomes – Career and Technical Education and Public Safety Programs

During the 2023-2024 assessment cycle the following programs in Career and Technical Education and Public Safety were only required to submit program learning outcomes assessments.

- A25800 Accounting and Finance
- D35100 AC, Heating, and Refrigeration Technology
- A40130 Applied Engineering Technology
- A30120 Audio and Video Production
- A60160 Automotive Systems Technology
- A25120 Business Administration
- A40140 Civil Engineering Technology
- A50210 Computer Integrated Machining
- A55180 Criminal Justice Technology
- A35130 Electrical Systems Technology
- A40200 Electronics Engineering Technology
- D30200 Gunsmithing
- A25590 Information Technology
- A40320 Mechanical Engineering Technology
- A25310 Medical Office Administration
- A25370 Office Administration
- A25380 Paralegal Technology
- A30170 Sports Media Technology
- A25620 Supply Chain Management
- A50500 Textile Technology
- D50420 Welding Technology
- A55240 Fire Protection Technology
- A55480 Public Safety Administration

Program Learning Outcomes - A25800 Accounting and Finance

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate the ability to use General Journal to record business transactions	ACC 120 (Prin of Financial Acct) Problem 2-2A This problem involves students preparing journal entries, posting them to the ledger, and preparing an unadjusted trial balance.	On average, students will earn at least 85% or higher on this artifact.	Spring 2017 82% Fall 2017 92% Fall 2018 91% Fall 2019 94% Fall 2020 90% Fall 2021 Mean of completers: 93% Range: 3-100 N: 130 Fall 2022 Mean of completers: 93% Range: 3-100 N: 105 Fall 2023 Mean of completers: 89% Range: 1-100 N: 122	The measurement tool effectively measures students' ability to correctly analyze and record business transactions and economic events, leading to the proper reporting of financial information.	Student performance was down from 93% in 2022 to 89% in 2023. We will need more time to see if this is a trend or simply a lower number that reverts to the mean in future cycles.	The tool was revised to align with a new textbook edition in 2023. This could explain the moderate drop in performance, but we will again need to see more data to be sure.	Instructors will reduce the number of "check my work" attempts to encourage more engagement with learning resources rather than allowing students unlimited tries. This should yield a more accurate measure of student understanding rather than allowing them to guess until it is correct. Instructors also plan to add more tutorial videos to help students.
2	Demonstrate the ability to adjust the accounts and prepare a trial balance at the	ACC 220 (Intermediate Accounting I) Chapter 3,	On average, students will earn at least 80% or	Fall 2017 85% Fall 2018 80% Fall 2019 91% Fall 2020 83% Fall 2021 Mean of	Results show the students can recognize accounts that need to be adjusted and	No major issues are detected. Student performance remains well above	Instructors have been taking steps in class to encourage more student engagement with	Instructors will reduce the number of "check my work" attempts to encourage more engagement with

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	end of the period.	problem 3-6 This problem involves students preparing general journal entries, posting them to the ledger, preparing a trial balance, preparing and posting adjusting entries, preparing the financial statements, and preparing the closing journal entries.	higher on this artifact.	Completers: 96% Range: 68-100 n: 11 Fall 2022 Mean of completers: 88% Range: 33-100 N: 21 Fall 2023 Mean of completers: 89% Range: 29-100 N: 16	can update the accounts by preparing an adjusted trial balance at the end of the reporting period.	benchmark and ticked slightly above results from 2022.	study resources prior to completing the assessment as well as adding more content specifically addressing adjusting entries and adjusted trial balance. Results show a modest increase in performance so far, but more data will be necessary to see the full impact.	learning resources rather than allowing students unlimited tries. This should yield a more accurate measure of student understanding rather than allowing them to guess until it is correct.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3	Demonstrate the ability to prepare an Income Statement, Statement of Retained Earnings and Balance Sheet.	ACC 220 (Intermediate Accounting I) Chapter 3, problem 3-8 This problem involves students preparing general journal entries, posting them to the ledger, preparing a trial balance, preparing and posting adjusting entries, preparing the financial statements, and	On average, students will earn at least 80% or higher on this artifact.	Fall 2017 85% Fall 2018 80% Fall 2019 91% Fall 2020100% Fall 202199.9% Fall 2022 Mean of completers: 98% Range: 75-100 N: 21 Fall 2023 Mean of completers: 96% Range: 64-100 N: 16	Results show the tool properly evaluating students' ability to prepare corporate financial statements using generally accepted accounting principles. Student performance remains exceptionally high for this measurement tool.	No major issues detected. Performance was down slightly from 2022 results (98% to 96%), but this is still high above benchmark and toward the higher end of the average.	Instructors have been encouraging more student engagement with learning resources prior to completing the assessment. Performance remains very strong.	Instructors will reduce the number of "check my work" attempts to encourage more engagement with learning resources rather than allowing students unlimited tries. This should yield a more accurate measure of student understanding rather than allowing them to guess until it is correct.

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

Program Learning Outcomes - D35100 Air Conditioning, Heating & Refrigeration Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Students will demonstrate knowledge learned from the course. These outcomes highlight procedures for working and preparing customer HVAC systems for repair. This includes the use of service information, visual inspections, tools and equipment repaired and verified according to manufacturer's specifications.	The student will correctly perform a HVAC refrigerant repair in AHR 110. Repair will require troubleshooting problems and repair with 5 components.	Students must achieve 4 of 5 components in a single attempt.	Fall 2023 Mean:4.5 Average score 4.3 Range:3.8-5 n = 25	Students performed well.	More hands-on and one-on-one instruction with students as needed.	No changes made.	Work more with students that may be underperformin g.
2	Students will demonstrate knowledge, operation, service, and repair of a gas heating system. Inspect heat exchangers; and determine needed repair. Perform mechanical and gas test before start-up	The student will perform a repair of a gas furnace in AHR 112 Students will troubleshoot and repair malfunction in gas furnace requiring 8 components	Students must achieve score of 6/8	SP 2024 Mean:7 Mean of Completers:7.4 Range:6-8 n = 6	Gives students real life hands-on repair experience without the pressure of having to be profitable.	More hands-on for students that may have underperforme d.	No changes made.	Work more with students that may be underperformin g.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	and normal operation							
3	Students will demonstrate knowledge, operation, service, and repair of heat pumps. Inspect electrical and refrigeration components; and determine needed repair. Inspect and test auxiliary heat and related defrost systems using appropriate service information.	The student will perform a HVAC service on a heat pump in AHR 114. The troubleshooting and repair will involve 7 components.	Students must achieve score of 5/7	SP 2024 Mean:6 Range:4-7 Average score 6.0 n = 12	Gives students real life hands-on repair experience without the pressure of having to be profitable.	More hands-on for students that may have underperforme d.	No changes made.	No actions necessary, students performed well.
4	Students will demonstrate knowledge, operation, removal of CFC based refrigerants to EPA standards.	Students will demonstrate the process of refrigerant removal in 9 steps in AHR-114.	Students must perform 7 of 9 correctly	Spring 2024 Mean:8 Range:6-9 Average score 8.0 n = 12	Teaches students proper method of working with refrigerants that can have harmful effects.	More hands-on for students that may have underperforme d.	No changes made.	Work more with students that may be underperformin g
5	Students will demonstrate knowledge,	The student will perform a replacement of	Students must perform 7 of 11 properly in	SP 2024 Mean:9 Range 8-11	Instructs students with proper	More hands on for students that may have	No changes made.	No actions necessary,

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	operation, removal and repair of electrical components. This includes troubleshooting, testing, and replacing, parts using appropriate service information	an electrical motor in AHR 111. This replacement requires 11 steps.	a single attempt.	Average 9.5 n = 15	troubleshooting and replacement methods for motors associated with HVAC equipment.	underperformed		students performed well.

Program Learning Outcomes - A40130 Applied Engineering Technology

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Apply basic industrial safety concepts	ISC 112 – Eligible for 10-hour OSHA card (5 pt) and acceptable final exam score (3-7 pt) max of 12	On average students should score 9 or above	Fall 2023 n = 19 Mean = 9.42 Range 8 – 12 Spring 2024 n = 13 Mean = 10.15 Range 8 –11 Only high school students	Integration of the OSHA 10-hour card so students can earn an outside industry recognized credential in the course	Change to an 8-week session but need to stress importance of completing online assignments	There was a smaller class size in fall which meant lower scores had a greater impact on class average, but it was still acceptable. The spring class with the high school, our mean was higher with changing the order of the classes being taught.	Switch class to an 8-week session but make sure that they meet for 8 classes which may mean changing days to not be on a possible holiday. We should improve class attendance.
2	Summarize concepts of mechanical systems, gearing, and basic maintenance practices.	MNT 110 – final exam score	Students should score 70 or better	Spring 2024 N = 3 Mean = 86 Range 80 - 94	Some hands on and students are learning the basics	Low enrollment and better clarity on what will be covered in class/ next semester will be first MEC 130	Some improvement in scores but with course change, this metric will be revised	Switching course to MEC 130 to have greater clarity on content and increase enrollment, now required for all in major
3	Apply written, oral, and graphical communicati on in well-defined	MEC 161 - Technical report which includes diagrams	Rubric score from 1 – 4 (zero if not submitted)	Spring 2024 N = 15 Mean = 3.47 Range 2 - 4	All online course which is building those communicatio n skills	Importance of research paper and rubric still needs work.	Significant improvement with revised rubric but still had questions from students	Switched some summaries to quizzes and need to implement more quizzes that cover

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	technical and non-technical manufacturing technology environments; and identify and use appropriate technical literature.		Class average should 2.5 or greater					the whole video content and articles
4	Explain the basic use of sensors, actuators, valves and other components needed in automation systems including fluid flow as well as basic robotics.	ATR 211 mastery shown through their midterm/ final videos	Score 15 out of 20 points on the videos	Fall 2023 N = 5 Mean = 20 Group videos this semester 20 Spring 2024 N = 3 Mean = 19 Range 18-20	Students are given a lot of hands-on time to apply all these principles with the various robots and sensors	Increase time spent on integration of systems & increase number in class. It is hard to do the integration of systems with low numbers. Need to include more on schematics.	Improvement hard to show with using group videos due to smaller class sizes	Adding ATR 211 course as a required course for the major which will increase the enrollment – must be watchful regarding class size from safety aspect. May require some students to do lecture work while others are programming. Add schematics to train on this usage. Class size is still small since the current students are not required to take ATR 211.

Program Learning Outcomes - A30120 Audio and Video Production Technology

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Apply proper operation and care for broadcast uipment including: -Audio console -Microphones igital Audio Editing -Studio and ENG video meras/camcorders -Digital Video	BPT 131 (Audio/Radio Production I) Portfolio, Lab #7 This is a lab where students get to record and edit their own project. This project demonstrates various audio skills. BPT 231 (Video/TV Production I) Lab #8 Gaston College Tour This program is filmed and edited by the student and is a 3:00 tour of the college. This demonstrates basic knowledge of filming and editing.	On average, students will earn at least 80% on this artifact.	BPT 131 Fall 2018 96% Spring 2019 96% Fall 2020 99.4% Fall 2021 80% Fall 2022 Mean of Completers: 75% Range: 0-100 n: 16 Spring 2024 Mean of Completers: 75% Range: 0-95 n: 14 BPT 231 Fall 2020: 95% Fall 2021: 82% Fall 2022 Mean of Completers:	What is working well and why? Students seem to be grasping the concepts of production much better than in the past. We attribute this to the addition of BPT 140, which stresses fundamentals prior to this course.	What isn't working and why? We are continuing to stress organization and details with the students.	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results? BPT 140 production class was added as a pre-requisite and gave them additional production skills prior to this course.	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. None

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				69.7% Range: 0-100 n: 19 Spring 2024 Mean of Completers: 77% Range: 0-100 n: 10				
2	Employ professional speech techniques including proper articulation, pronunciation, rate, pitch, and breathing, and inflection, projection, phrasing, and connecting with the audience.	BPT 121 Broadcast Speech I) Practical Application Projects (radio/commercial, interview, and ad lib) Students complete several projects throughout the semester that demonstrate vocal progress.	On average, students will earn at least 80% on this artifact.	Fall 2018 86% Fall 2019 90% Fall 2020 88% Fall 2021 86% Fall 2022 Mean of Completers: 86% Range: 0-100 n: 6 Fall 2023 Mean of Completers: 92% Range: 0-100 n: 25	Students got 80% or higher on these projects.	Students need more time to complete these projects. Class is on an aggressive schedule.	Instructor will continue to offer more flexibility.	None
3	Formulate standard script writing techniques and formats for radio, television, internet/new	BPT 112 (Broadcast Writing) Writing Portion of the final exam During this	On average, students will earn at least 80% on	Spring 2018 89% Spring 2019 85% Spring 2020 95% Spring 2021	Students got 80% or higher on these projects. This seems to measure their	Emphasis on not put on this exam. This needs to be weighted more in the course so they spend more time on it.	None.	None

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	media for news, entertainment, and advertising messages	project, students will complete a hands-on writing assignment where they demonstrate the practical application of what they had learned.	this artifact.	95% Spring 2022: Mean of completers: 95.5% Range: 75-100 n: 9 Spring 2023: Mean of completers: 90.3% Range: 0-100 n: 17 Spring 2024: Mean of completers: 80% Range: 0-100 n: 12	knowledge well.			
4	Construct principles of broadcast sales including prospecting, qualifying, needs analysis, presentation, answering objections, closing, and relationship management.	BPT 113 (Broadcast Sales) Average of Quiz 1, Quiz 2, and Quiz 3 (New measurement tool) These quizzes objectively test student knowledge of sales concepts	On average, students will earn at least 80% on this artifact.	Spring 2018: 83% Spring 2019 85% Spring 2020 65% Spring 2021: Mean of completers: 83% Range: 70, 100 n=8 Spring 2022:	Students improved on these projects since Spring of 2020. The level of detail has improved.			This is no longer a measurable outcome per 2022-2023. This will be removed from the list.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		and application in broadcasting.		Mean of completers: 67.5% Range: 0-85 n=6 Spring 2023: Mean of completers: 72.2% Range: 0-95 n: 16				
5	Demonstrate the ability to complete an audio or video project from pre-production to post-production according to industry standards.	BPT 285 (Broadcast Prod Capstone) Capstone Project Students create an audio or video project from start to finish according to industry standards. The project will be based on BPT 132 and BPT 232. BPT 132, students will create an audio project. BPT 232, students will	On average, students will earn at least 80% on this artifact.	Spring 2019 90% Spring 2020 81.3% Spring 2021 90% Spring 2022: Mean of completers: 93% Range: 83-98 n=3 Spring 2023: Mean of completers: 90.8% Range: 80.6-100 n: 6 Spring 2024: Mean of	Students did a wonderful job completing their Capstone projects, tackling hard topics.	In general, students had trouble working on a semester long project so we removed the Capstone course from the program and replaced with Industry Career Prep.	None	Due to changes from the state, this outcome will be separated into two outcomes so that students will be measured on both the Audio and Video project to simplify the process. This will begin in Fall 2024.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		create a three-minute video.		completers: 92% Range: 85-95 n: 3				

Program Learning Outcomes - A40160 Automotive Technology

PLO# Mark a few for removal here and in the college	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
#1	Demonstrate hands-on competence in theory, service, and operation of automotive systems.	Students will correctly perform a coolant pressure test using proper service information in AUT-116 as measured by a rubric with a maximum score of 16.	The student will achieve an average score of at least 12 of 16 on the rubric.	Fall 2023 AUT-116-D01 Mean: 12 Range: 8 to 16 n: 15	After an instructor demonstration, students have a task sheet that they use during their introduction, development, and mastery	Helping students understand that it is always necessary to compare findings with the vehicle manufacturer's specifications for coolant system pressure to validate results.	Overall, this progression nurtures students from novices to competent practitioners, building confidence, independence, and expertise through hands-on experience and continuous feedback. They learn not only the technical aspects but also valuable skills in problem-solving, critical thinking, and self-assessment, which are essential for their future success in automotive fields.	Continued use of task sheet in this stage allows for self-assess and receive instructor feedback, this reflection reinforces learning and motivates them to refine their skills.

PLO# Mark a few for removal here and in the college	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
#2	Demonstrate basic knowledge of computers.	Students will demonstrate proper use of the shop's CHB computer-based repair order (RO) documentation program in TRN-110 as measured by a rubric with a maximum score of 16.	The student will achieve an average score of at least 12 of 16 on the rubric.	Fall 2023-TRN-110-D01 Mean: 10 Range: 11 to 16 n: 33	Through hands-on activities and structured learning, students gain confidence in navigating software, using internet tools, and managing digital files.	Explain the importance of ROs in the real-world automotive industry, such as their role in documenting customer concerns, tracking repairs, and ensuring clear communication between service staff and technicians. This can help students see how ROs contribute to efficiency and customer satisfaction. for Improvement	Make RO creation part of hands-on activities, using case studies or simulated repair scenarios. This approach helps students practice filling out ROs in a realistic context, making the exercise feel more relevant and less like busy work.	After students complete ROs, give constructive feedback on accuracy, detail, and clarity, helping them see areas for improvement and recognize the impact of well-completed ROs.

PLO# Mark a few for removal here and in the college	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
#3	Demonstrate a thorough knowledge of automotive systems technology through formative, summative, and performance assessments.	Students will evaluate their learning progress using a summative method in a five-sentence paragraph in AUT-221 as measured by a rubric with a maximum score of 16.	Students will achieve an average score of at least 12 of 16 on the rubric.	Spring 2024 AUT-221-D01 Mean: 11 Range: 10 - 16 n: 13	By integrating these practices, students will not only demonstrate thorough knowledge of automotive systems technology but also develop a habit of self-reflection and continuous improvement.	This approach prepares them to identify and address gaps in their knowledge, fostering a deeper understanding and application of automotive concepts.	It has led to the development of a review framework providing students with the opportunity to review their learning and assisting them in identifying gaps in their knowledge.	Schedule regular review sessions where students can revisit key concepts and skills related to automotive systems. These can be conducted through group discussions, study guides, or interactive activities.
#4	Communicate effectively, both written and orally.	Students will communicate with the customer concerning	Students will achieve an average score of at least 12 of 16 on the rubric.	Fall 2023 Mean: 11 Range: 6 - 16 n: 18	By incorporating the practice of filling in repair	Students were not always able to Incorporate exercises that required	Students were able to understand the importance of active listening during discussions about ROs. Encourage	After completing ROs, encourage students to reflect on their writing and

PLO# Mark a few for removal here and in the college	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		necessary repairs and how the fix for the problem was determined. Assessed in AUT-116 using a rubric with a maximum score of 16.			orders, students not only enhance their technical and communication skills but also prepare themselves for the realities of working in the automotive industry.	students to use technical terms in context, helping them understand when and how to use specific vocabulary effectively.	them to ask clarifying questions and summarize points made by others to ensure understanding and engagement.	communication process. This self-assessment can help them identify their strengths and areas needing improvement.
#5	Demonstrate professionalism and manual dexterity.	Students will fill out a repair order, communicate effectively and professionally with the vehicle owner. Assessed by a	Students will achieve an average score of at least 12 of 16 on the rubric.	Fall 2023-AUT-116-D01 Mean: 12 Range:12 - 16 n:17	When instructors model professional behavior—such as effective communication, punctuality,	Inviting shop managers to participate in training sessions or workshops allows students to gain insights from industry	Regular assessments of student professionalism—through self-reflections, peer evaluations, and instructor assessments—can help track progress and provide	Celebrating improvements in student professionalism, whether through awards or acknowledgment in class, can motivate

PLO# Mark a few for removal here and in the college	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		rubric in AUT-213 with a maximum score of 16			and a strong work ethic—students can observe and learn how to conduct themselves in a professional environment. This sets a standard for students to aspire to.	professionals. This connection helps students understand employer expectations and industry standards.	opportunities for students to set personal growth goals.	students to continue striving for excellence in their conduct and skills.
#6	Demonstrate good reasoning skills, troubleshooting various automotive drivability issues.	Students will use Pro-demand to locate various automotive diagnostic information as assessed by a rubric in AUT-181 with a	Students will achieve an average score of at least 12 of 16 on the rubric.	Fall 2023-AUT-123-D01 Mean: 11 Range: 10-16 n: 17	Both approaches require students to engage in research to gather relevant information about drivability	Students may become overly reliant on Pro-Demand for troubleshooting information, potentially hindering their ability to	There may be inconsistencies in the quality of repair information attached to repair orders. Students might not always provide thorough or accurate documentation, which can affect	While Pro-Demand is a valuable resource, relying solely on it may limit students' exposure to other troubleshooting methods and

PLO# Mark a few for removal here and in the college	Expected Program Learning Outcome Description Provide an explanation when and why removed (cycle an outcome off)	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		maximum score of 16.			issues. Using ProDemand encourages students to enhance their information literacy by navigating the software effectively.	think critically and diagnose problems independently when technology is not available.	their evaluations and understanding of the material.	resources, such as hands-on experience, manufacturer manuals, or mentorship.

Program Learning Outcomes - A25120 Business Administration

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1 A25120BU A25120HR	Recognize and explain the influence of supply and demand theories in various business situations.	ECO 251 (Principles of Microeconomics) Supply and Demand Module Exam This is an objective measurement tool that assesses understanding of supply and demand in various business situations.	On average, students will earn at least 80% on this artifact.	Fall 2016 81% Fall 2017 83% Fall 2018 85% Fall 2019 90% Fall 2020 87% Fall 2021 85% Fall 2022 Mean of Completers: 88% Range: 13-100 n: 300 Fall 2023 Mean of Completers: 87% Range: 39-100 n:332	Students are demonstrating competency in learning supply and demand concepts, how they are used to allocate resources in a market economy and understanding how changes relate to changes in the broader market. Performance is significantly higher than the benchmark.	Results have consistently been above benchmark for several years. Faculty feel it's time for a different outcome and measurement tool.	The outcome was changed to "Demonstrate knowledge of economic concepts and trends and their impact on human societies." The measurement tool was changed to the Final Exam. An item analysis will be performed to identify strengths and weaknesses. We have not yet seen a measurement	Monitor data as it comes in, starting with Fall 2024. The new measurement tool should give a much broader and more useful view of student learning.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
							cycle using the new outcome/tool.	
2 A25120BU A25120HR	Analyze promotional strategies for various companies and products	MKT 120 (Principles of Marketing) Chapter 16 Exam This is an objective measurement tool that tests students' analysis of promotional strategies.	On average, students will earn at least 80% on this artifact.	Summer 2017 92% Spring 2018 94% Spring 2019 89% Spring 2020 91% Spring 2021 90% Spring 202291.5% Spring 2023 Mean of Completers: 90% Range: 80-100 n: 40 Spring 2024 Mean of Completers: 83% Range: 10-100 n: 23	Students are performing very well, demonstrating that they can analyze promotional strategies for various companies and products.	Student performance was down from 90% in 2023 to 83% in 2024. The n was also down from 40 to 23.	No change was implemented in the previous cycle. The exam was modified two cycles ago, so we are monitoring results as they come in.	Keep an eye on results over the next few cycles to see if performance rises to normal levels. 2024 could be an anomalous year, but if the downward trend continues, we will need to look deeper into what is happening.
3 A25120BU A25120HR	Identify offer, acceptance, and mutual	BUS 115 (Business Law I) Chapter 10 Exam	On average, students will earn at	Fall 2016 79% Fall 2017 84% Fall 2018 88% Fall 2019 88%	Students are demonstrating success at identifying	No areas for improvement identified at this time. Students	No changes were made last year since the quiz was	It's almost time for the course to be rebuilt, at which point we will assess

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	assent as they relate to contracts	This is an objective measurement tool that tests students' understanding of the following contract principles: offer, acceptance, mutual assent.	least 80% on this artifact.	Fall 2020 92% Fall 2021 93% Range: 0-100 n: 100 Fall 2022 Mean of Completers: 91% Range: 10-100 n:118 Fall 2023 Mean of Completers: 90% Range: 47-100 n:132	these key elements of a contract. Performance is down slightly from last year but still above benchmark and within the normal range.	are performing far above benchmark.	revised the previous year. Results so far indicate students are doing well. More data cycles should reveal the long-term impact of the changes.	whether the outcome and tool should be changed
4 A25120HR	Apply the Fair Labor Standards Act to various personnel situations	BUS 217 (Employment Law and Regs) Chapter 16 Exam This is an objective measurement tool that tests whether students can apply the Fair Labor Standards Act	On average, students will earn at least 80% on this artifact.	Fall 2016 70% Fall 2017 76% Fall 2018 79% Fall 2019 79% Fall 2020 74% Fall 2021 Mean of Completers: 83% Range: 30-100 n: 38 Fall 2022 Mean of Completers: 81%	2021 was the first year in the last several that performance met the benchmark. 2023 built on that momentum as student performance rose another 1%, demonstrating that students	No major concerns at the moment. There was a significant performance drop in 2020, but subsequent results have shown it to be an outlier.	No changes made last cycle. The exam was revised in 2021 to clarify some questions that were easy for students to misinterpret. The changes had a significant impact on student performance.	The course is being rebuilt in Summer/Fall 2024 with content updates and revised quizzes and assignments. The quiz will remain on the same subject matter, but the questions will be different, so we anticipate some change in performance results.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		to various personnel situations.		Range: 40-100 n: 53 Fall 2023 Mean of Completers: 84% Range: 0-100 n:67	are successfully applying the FLSA to employment situations.			
5 A25120HR	Compare and contrast methods used for selection and placement of human resources	BUS 256 (Recruit Select and Per Plan) Module 3 exam This is an objective measurement tool that requires that students compare and contrast methods used for selection and placement of human resources.	On average, students will earn at least 80% on this artifact.	Spring 2017 91% Spring 2018 95% Spring 2019 80% Spring 2020 94% Spring 2021 92% Spring 2022 Mean of Completers: 94.6% Range: 66-100 n: 19 Spring 2023 Mean of Completers: 97.5% Range: 83-100 n: 18 Spring 2024 Mean of	Students are demonstrating the ability to compare and contrast selection and placement methods. Performance exceeds benchmark. Student performance is down slightly from 2023, but still very high and within the normal performance range.	No major concerns at the moment. Performance is well above benchmark.	The course was rebuilt to refresh content and use a different textbook that saves students money. Student performance is still very strong.	Monitor performance for a few cycles to see if student performance continues to remain above benchmark after the revision.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Completers: 94% Range: 72-100 n: 14				

Program Learning Outcomes -A40140 Civil Engineering Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Graduates will demonstrate an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined civil engineering technology problems.	Direct Construction Estimating Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect • Graduate Exit Survey Question 1. This survey is given to students when they apply to graduate. It measures how well students feel they have achieved	Direct On average, students will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2023 – Fall Mean:13, 4.6 Range:13-13, 4-4.8 n:4,5 2024 - Fall Mean:11.3,4.7 Range:13.5, 4-5 n:4,3	The numbers show that the evaluation tool and the timing of the evaluation shows the students are meeting the course objectives and excelling.	The construction estimate problem yielded some lower than expected results. 11.3 vs 13 from previous cycle.	Due to ABET change we dropped one of the Direct Performance measures (Truss problem)	The construction estimating assessment will be continued but more focus will be placed on completion of Homework. Also, a quiz model may be implemented to ensure that students appreciate the need to complete homework.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		the learning outcomes						
2	Graduates will demonstrate an ability to design solutions for well-defined civil engineering technology technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.	Direct CAD Drawing Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 2. This survey is given to students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.	Direct On average, students will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2023 - Summer Mean:14.8, 4.4 Range: 12-16, 4-4.8 n: 4, 5 2024 - Summer Mean:15.2, 5.0 Range:14-16, 4-5 n:11, 3	The students are achieving the learning outcomes successfully.	CAD outcomes continue to be achievable but difficult due to summer timing. The overall completion of a CAD drawing is essential to career success.	The traverse loop assignment was removed due to learning outcomes achieved without using this measure and ABET changes.	Also, building information modeling (BIM) will be further integrated into the CADD course where possible.
3	Graduates will demonstrate an ability to	Direct Truss Building (Group) Rubric.	Direct On average, students	2023 - Fall Mean:14.3, 13.7, 4.8	The results show that the students have achieved	Evaluating multiple alternatives of	The evaluations show that the learning	Alternative truss analysis and better focus will

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.	This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Non-Technical Report Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 3. This survey is given to students when they apply to graduate. It measures how well students feel they have	will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	Range:12-16, 11-16, 4-4.8 N: 3 (Groups),9,5 2024 - Fall Mean:15,13.8,4.3 Range:15, 10-16, 4-5 n:3(Groups), 9,3	the student learning outcomes.	trusses was successful and will be continually reviewed. The Non-Technical report will be focused on a writing exercise and PowerPoint.	outcomes were achieved; however, critical analysis improved on truss alternative evaluation and resulted in reviewing different designs and pro and cons of each.	be placed on the engineering design process. Multiple designs were required before final approval to build is given.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		achieved the learning outcomes.						
4	Graduates will demonstrate an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	Direct Standard Proctor Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Concrete Report Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 4. This survey is given to	Direct On average, students will earn at least 12 out of 16 on each rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2023 - Fall Mean: 13.7, 13.5, 4.8 Range:13-15, 12-15,4-4.8 n:6,6,5 2024 - Fall Mean:14.3,13.7,4.8 Range: 14-15,12-15,4-5 n:3,3,3	The results show that the students have achieved the student learning outcome.	The students showed improving application of the learning outcomes. The standard proctor test is hands-on and sometimes causes conflict due to the write-up length.	The application has been improving. During the evaluation the NCDOT returned and began to train the students which has assisted in real application of the classroom knowledge. Certification is at 90% of class and opportunities exist to open the training to Engineering students.	The evaluation tools will continue to be monitored. Each of these items require writing extensive reports. While it is application of real work, student acceptance varies.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		students when they apply to graduate. It measures how well students feel they have achieved the learning outcomes.						
5	Graduates will demonstrate an ability to function effectively as a member of a technical team.	Direct Truss Building (Group) Rubric. This rubric consists of four Performance Indicators rated from 1 to 4 for a maximum possible score of 16. Indirect Graduate Exit Survey Question 5. This survey is given to students when they apply to graduate. It measures how well students	Direct On average, students will earn at least 12 out of 16 on this rubric. Indirect On average, students will rate at least 4 out of 5 on this question.	2023 - Fall Mean: 14.3,4.8 Range:12-16,4-4.8 n: 3(Group), 5 2022 - Fall Mean:15,4.3 Range:15,4-5 n:3 (Group),3	The results show that the students have achieved the student learning outcome.	Evaluating multiple alternatives of trusses was successful and will be continually reviewed.	The students enjoy the truss building exercise. The further focus on a day of evaluation resulted in all groups evaluation of alternatives.	Focus on design versus build continues to challenge. Report writing exercises will be added.

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

Program Learning Outcomes - A50210 Computer Integration Machining

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate hand-on concepts of CNC and manual lathe including, turning OD shoulders, drilling, and boring, parting off, OD and ID threading as well as OD and ID grooving.	This will be assessed in MAC-141 CNC Turn: Prog Set & Oper Direct Measures include: • Exams/Quizzes	On average, students will earn at least 80% or higher on the Hands-on portion of the final Exam. This is an exercise where the student demonstrates their ability to produce a complete part within specs on the Manual Lathe Machines.	Fall 2023 Out of 7 students, 7 met the learning outcome for this class with an average of at least an 85 for the class.	Students are more engaged in the lab with the added assignments from the previous cycle. To solve the underutilized time within the lab.	With the added more complex assignments it has added a couple of bottlenecks within the lab. The machining department will work on scheduling as well as adding some non-machine related task.	We furthered the complexity of the projects in the machining lab. This was done to challenge the students and prepare them for their career.	The Machining department will be adding more metrology to alleviate some machine bottlenecks on the manual machines
2	Demonstrate hand-on concepts of CNC and manual milling including facing, end milling, drilling, tapping, counter boring, and counter sinking.	This will be assessed in MAC-181 CNC Mill: Prog Set & Oper Direct Measures include: • Exams/Quizzes	On average, students will earn at least 80% or higher on the Hands-on portion of the final Exam. This is an exercise where the student demonstrates their ability to produce a	Spring 2024 Out of 4 students 4 met the learning outcome for this class with an average of at least an 85 for the class.	Students are more engaged in the lab with the added assignment from the previous cycle.	Even with the added projects there are still areas to improve when it come to downtime and machine utilization.	We furthered the complexity of the projects in the machining lab. This was done to challenge the students and prepare them for their career.	The department will be adding more assignments to the classes (starting Spring 2025) This will decrease the amount of down time between assignments.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
			complete part within specs on the CNC Milling Machines.					
3	Demonstrate the ability to read blueprints as well as the ability to think critically in complex problem-solving tasks.	This will be assessed in MAC-142 prefix classes Direct Measures include: • Exams/Quizzes	On average, students will earn at least 80% or higher on the Hands-on portion of the final Exam. This is an exercise where the student demonstrates their ability to produce a complete part within specs on the Manual Milling Machines.	Spring 2024 Out of 7 students, 7 met the learning outcome for this class with an average of at least an 85 for the class.	The department has developed more "in-house" prints that narrow the scope of student knowledge needed to make a part. More projects continue to get done with this approach.	The machining department is still using other vendor's prints this is adding to the complexity of some assignments.	More In-house prints were added to the department. The result was a better focus on meeting outcomes.	The department will continue to add more simplified prints to the program
4	Demonstrate the ability and knowledge to use and properly care for shop inspecting equipment including dial and veneer	This will be assessed in MAC-141 prefix classes Direct Measures include:	On average, students will earn at least 80% or higher on the Hands-on portion of the final Exam. This is an exercise where the student	Fall 2023 Out of 7 students, 7 met the learning outcome for this class with an average of at least an 85 for the class.	Historically Students seem to be progressing faster than in past years	The machining department is awaiting on the arrival on 2 new CMM's	The added CMM's will allow the machining department to add more metrology to the program.	The Machining department will need training on the new CMM's to get everyone up the speed on the new technology.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	calipers, OD and ID micrometers, metal scales, depth micrometers, height gages, and gage blocks.	• Exams/Quizzes	demonstrates their ability to produce a complete part within specs on the Manual Lathe Machines.					
5	Demonstrate the ability to use an offline tool pre-setter.	This will be assessed in MAC-232 CAM CNC Milling Direct Measures include: • 10 Lab Assignments	Students will perform ALL lab Assignments using this new machine. Students must complete 10 hands on Lab assignments in this class to pass this course	Spring 2024 Out of 4 students 4 met the learning outcome for this class with an average of at least an 85 for the class.	The Manual offline pre-setter we have is basic but works. The students get to learn the basics.	The Machining Department needs to purchase optical tool setter. This is the standard for the machining field.	No impact First time assessment	The Machining Department will be asking for the purchase of an optical tool setter.
6	Demonstrate intermediate level skills using CAM (Computer Aided Manufacturing) software with both CNC turning centers and milling machines.	This will be assessed in MAC-233 Direct Measures include: • Exams/Quizzes	On average, students will earn at least 80% or higher on the Hands-on portion of the final Exam. This is an exercise where the student demonstrates	Summer 2024 Out of 1 student 1 met the learning outcome for this class with an average of at least an 85 for the class	With only 1 student in the SU24 the Machining Department cannot be sure there are any strengths that can be identified at this time	With only 1 student in the SU24 Class the Machining Department can not sure there are any weaknesses that can be identified at this time	None	This cycle needs to be repeated before moving forward on any improvements.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	Software used includes Fusion 360, and HSM Edit		their ability to produce a complete part within specs on the Both CNC Turning Centers as well as CNC Milling Machines.					

Program Learning Outcomes - A55180 Criminal Justice Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Identify the roles and interrelationships between the principal components of the criminal justice system (i.e., law enforcement, the courts, parole, juvenile justice system, and corrections).	CJC 111 (Introduction to Criminal Justice) Final Exam The final exam is a 110-question exam composed of objective multiple choice and true/false questions.	On average, students will earn at least 80% on this assessment.	Spring 12-83.6%, Spring 13-78% Spring 14-81% Spring 15-91% Spring 16-85% Spring 17-86% Fall 17-84% Fall 18-88% Fall 19-90% Fall 20-88% Fall 21-87.5 Fall 2022 Mean of Completers: 86% Range: 0-100 n: 154 Fall 2023 Mean of Completers: 85% Range: 85-100 n: 85	What is working well and why?	What isn't working and why?	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results?	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement.
2	Describe criminal law and the elements of	CJC 131 (Criminal Law) Final Exam	On average, students will earn at	Spring 12-100% Spring 13-84% Spring 14-100% Spring 15-87%				

	various crimes.	The final exam is a 60-question exam composed of objective multiple choice and true/false questions.	least 80% on this assessment.	Spring 16-83% Spring 17-66% Fall 17-83% Fall 18-75% Fall 19-91% Fall 20-88% Fall 2021-84.8% Fall 2022 Mean of Completers: 85.5% Range: 64-96 n: 18 Fall 2023 Mean of Completers: 89% Range: 77-94 n: 11				
3	Interpret the constitutional rights of those accused of crimes and the related restrictions on law enforcement.	CJC 231 (Constitutional Law) Final Exam The final exam is a 90-question exam composed of objective multiple choice and true/false questions.	On average, students will earn at least 80% on this assessment.	Spring 12-100% Spring 13-82% Spring 14- 82% Spring 15-91% Spring 16-77% Spring 17-80% Spring 18-72% Spring 19-78% Spring 20-76% Spring 21-79% Spring 2022 Mean of Completers: 80% Range: 59-98 n: 18 Spring 2023 Mean of				

				Completers: 80% Range: 60-92 n: 22 Spring 2024 Mean of Completers: 79% Range: 50-98 n: 23				
4	Identify detection and investigation procedures and techniques utilized in the criminal justice system.	CJC 221 (Investigative Principles) Final Exam The final exam is a 150-question exam and is in the multiple-choice format.	On average, students will earn at least 80% on this assessment.	Spring 12- 91% Spring 13-81% Fall 13-72% Spring 15-83% Spring 16-84% Spring 17-89% Spring 18-87% Spring 19-89% Spring 20-89% Spring 21- 87% Spring 2022 Mean of Completers: 87% Range: 72-99 n: 18 Spring 2023 Mean of Completers: 86% Range: 70-96 n: 12 Spring 2024 Mean of Completers: 98%				

				Range: 87-94 n: 5				
5	Complete a search warrant application and seized item inventory.	CJC 221 - (Investigative Principals) Search Warrant Practical Exercise Students are given a scenario and must complete a search warrant application and inventory of seized item form.	On average, students will earn at least 80% on this assessment.	CJC 221 Search Warrant Assessment Spring 15-82% Spring 16-83% Spring 17-63% Spring 18-76% Spring 19-92% Spring 20-95% Spring 21- 93% Spring 2022 Mean of Completers: 95% Range: 80-100 n: 12 Spring 2023 Mean of Completers: 91% Range: 85-100 n: 9 Spring 2024 Mean of Completers: 88% Range: 70-100 n: 4				

Program Learning Outcomes - A35130 Electronics Systems Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate knowledge of the National Electrical Code in the installation of electrical circuits for residential, commercial and industrial applications	Students will properly install the wiring and devices for 3 receptacles in accordance with NEC standards.	Students will achieve a score of 4 out of 5 parts of the process.	Spring 2024 ELC-113-D01 Range of scores 3 to 5 Average of 4.5 n = 17	Vast majority of students achieve goal with 1 or 2 practice events, builds experience working with hands	More hands-on, possibly seeking habitat for humanity house to wire to achieve more practical experience.	No changes made	Success is good, no actions required.
2	Demonstrate knowledge and competencies of electric machines, electrical controls, and PLC and the ability to troubleshoot and solve electrical problems	Program PLC simulation software to control traffic lights to avoid crashes.	Students must achieve a score of 18 of 24.	Spring 2024 ELC-128-D01 Range of scores 18 to 24 Average 22.3 n = 14	Most students catch on very quickly to PLC programming after taking ELC-112 first	Possibly require ELC-112 as local prerequisite.	No changes made	No actions really needed, students did well.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3	Demonstrate the ability to interact with others and demonstrate a professional work attitude, including an understanding of social and ethical responsibilities, timeliness, and appearance.	Students must work as a team to wire a combination circuit on LAB VOLT equipment	Team must achieve 8 of 10.	FALL 2023 ELC-112-D01 Range :9 to 10 Average 9.3 Number of teams 19	Builds team interaction and problem solving.	Increase team size to foster more interactions.	No changes made	Success is good, no action required.

Program Learning Outcomes - A40200 Electronics Engineering Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Graduates will demonstrate an ability to apply the knowledge, techniques, skills, and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to Electronics Engineering Technology	Advanced Circuit Analysis (ELC 133) Rubric. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	On average, students will earn at least 12 out of 16 on this artifact.	Summer 2024 Mean:12.5 of 16 Range: 9.5 – 15.0 n: 3	PI4- Analysis of RLC circuit (4 of 4)	PI2 – Analysis of parallel RL Circuit (2.4 of 4)	Performance improved slightly.	Not applicable, the program has been terminated.
2	Graduates will demonstrate an ability to design solutions for well-defined technical problems and	Microprocessors (ELN 232) Rubric. This rubric consists of four Performance Indicators (PI) rated from 1 to	On average, students will earn at least 12 out of 16 on this artifact.	Spring 2024 The course was not offered. It will be offered once more in Spring 2025.	Not available.	Not available.	Not available.	Not applicable, program has been terminated.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	assist with the engineering design of systems, components, or processes appropriate to Electronics Engineering Technology	4, for a maximum possible score of 16.						
3	Graduates will demonstrate an ability to apply written, oral, and graphical communications in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature	Formal Lab Report Rubric from ELN 131 Analog Circuits I. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	On average, students will earn at least 12 out of 16 on this artifact.	Fall 2023 Mean: 14.4 of 16 Range: 10 - 16 n: 4	PI1 – Produce a technical report using a given format (3.6 of 4).	PI3 - Demonstrates ability to produce graphics to summarize experimental data (3.2 of 4).	Performance improved.	Not applicable, program has been terminated.
4	Graduates will demonstrate an ability to conduct	Tests and Measurements Rubric from ELC 131 Circuit	On average, students will earn at least 12 out	Spring 2024 Mean: 154 Range: 14 - 16	PI2 - Demonstrates ability to calculate	PI1 - Demonstrates ability to measure	Overall score and individual PI scores increased.	Not applicable, program has been terminated.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	standard tests, measurements, and experiments and to analyze and interpret the results.	Analysis I. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	of 16 on this artifact.	n: 7	predicted values in an experiment (4.0 of 4).	resistance in a circuit (3.4 of 4).		
5	Graduates will demonstrate an ability to function effectively as a technical team member	Teamwork Observation Rubric of Group Lab in ELN 133 Digital Electronics. This rubric consists of four Performance Indicators (PI) rated from 1 to 4, for a maximum possible score of 16.	On average, students will earn at least 12 out of 16 on this artifact.	Fall 2023 Mean: 13.7 Range: 7 to 16 n: 8 (3 teams of 2-3)	PI2 - Team members actively work to fulfill roles and responsibilities (4 of 4).	PI1 – Measure AC waveforms in circuits. (3.5 of 4)	Overall score increased.	Not applicable, program has been terminated.

***Termination of EET program**:*

At this time, Gaston College is approved to offer an Associate in Applied Science (AAS) in Electronics Engineering Technology. The College is also approved to offer a closely related degree, an AAS in Applied Engineering Technology. In order to streamline operations within the Career and Technical Education Division, the College proposes to terminate the AAS in Electronics Engineering Technology. Currently, new student enrollment for Fall 2023 in the AAS in Electronics Engineering Technology is 11 students. Faculty will work with these new students and all returning students (six students who entered between 2020-2022) to develop a plan for degree completion for the Electronics Engineering Technology program. New and returning students will also be given the option of changing their program to Applied Engineering Technology due to the significant overlap in these programs. Course substitutions for courses completed by students as a part of the Electronics Engineering Program will be made as allowable by the Applied Engineering Curriculum Standard to help students in this transition.

Program Learning Outcomes - A55420 Fire Protection Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate fire prevention practices, per NFPA 1021 guidelines	Students are required to create various types of presentations in FIP 124. The student must research fire prevention needs in their area, develop a fire safety program, and present their findings in a graded paper.	On average the student earns at least a 70% score of the available points on their final exam and graded final research project.	2023-2024 Academic year 100% of students received a grade of 70% or higher	The majority of students are performing above the success criteria	Work to ensure a higher percentage of online students achieve the stated goal.	Had a 100% increase in final exam scores from the previous year.	Use Gaston College services to encourage and ensure online students are successful in their class attempts.
2	Demonstrate written and oral communication skills, applicable to the fire service, incorporating NFPA 1041 and 1021	Students are required to examine various case studies in FIP 152. The case studies promote the student's ability to discuss laws, codes, and ordinances as	On average the student earns at least 70% of the available points on their final exam and graded final project.	2023-2024 Academic year 100% of students received a grade of 70% or higher 2023-2024 Academic year 100% of students received a grade of 70% or higher	The majority of students are performing above the success criteria	Work to ensure a higher percentage of online students achieve the stated goal.	I had a 100% decrease in the final exam but a 100% increase in the student's final grade project.	Use Gaston College services to encourage and ensure online students are successful in their class attempts.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		they relate to fire protection.						
3	Demonstrate knowledge of the financial processes associated with the fire service	Students are required to examine different types of budgets and grants in FIP 228. The budget analysis allows the student the ability to comprehend the importance of finance as it applies to the operations of a fire department.	On average the student earns at least a 70% score of the available points on their final exam as well as their final grade	2023-2024 Academic year 100% of students received a grade of 70% or higher 2023-2024 Academic year 100% of students received a grade of 70% or higher	Students are performing above the success criteria	Continue to stay abreast of industry trends	Had a 100% increase in the final exam score from the previous year and maintained a 100% class pass rate.	Explore ways to better communicate and relate material related to outcomes through assignments and class materials
4	Demonstrate and apply fire-ground operations management, to include applicable NFPA standards and guidelines	Students are presented with scenarios and provided strategies and tactics associated with fire ground operations during FIP 220, FIP 221, and FIP 276. The	On average the student earns at least a 70% score of the available points on their final exam and graded final research project.	2023-2024 Academic year 90% of students received a grade of 70% or higher 2023-2024 Academic year 100% of students received a	Students are performing above the success criteria	Work to ensure a larger percentage of students master the stated outcome for the final exam	We had a 3% increase in students' grades for the final exam but an increase of 100% on students' grades for their final project from the previous year	Explore ways to better communicate and relate material related to outcomes through assignments and class materials

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		scenarios, strategies, and tactics provide the student with the knowledge, skills, and abilities to function as a fire scene commander.		grade of 70% or higher				
5	Demonstrate knowledge of fire service organization and management	Students are tested in fire service organizations in FIP 276. The principles of the National Incident Management System (NIMS) and Administrative Functions of planning, policy development, and human resource management are presented and evaluated for proficiency.	On average the student earns at least a 70% score of the available points on their final exam and their graded final research project.	2023-2024 Academic year 100% of students received a grade of 70% or higher 2022-2023 Academic year 100% of students received a grade of 70% or higher	The majority of students are performing above the success criteria	Work to ensure a higher percentage of online students achieve the stated goal.	We had an increase of 100% in students' final exam grades and a 100% increase in students' graded projects from the previous year	Use Gaston College services to encourage and ensure online students are successful in their class attempts.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from the Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
6	Demonstrate knowledge of an effective emergency management program to include applicable NFPA standards and guidelines.	Students are tested in emergency management operations in EPT 140, FIP 120, and FIP 276. The students are presented with modern fire service functions as an *all-hazard* organization focusing on the functions of prevention, preparedness, mitigation, response, and recovery.	On average the student earns at least a 70% score of the available points on their final exam and graded final research project.	2023-2024 Academic year 85% of students received a grade of 70% or higher 2023-2024 Academic year 80% of students received a grade of 70% or higher	The majority of students are performing above the success criteria	Work to ensure a higher percentage of online students achieve the stated goal.	We had an increase of 2% in students' final exam grades and a 20% increase in students' graded projects from the previous year.	Use Gaston College services to encourage and ensure online students are successful in their class attempts.

Program Learning Outcomes A30200 Gunsmithing

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1.	Read and work from blueprints using hand tools and make basic machine tool setups using manual lathes and milling machines.	This will be assessed in GSM-120 Direct Measures include: • Exams/Quiz	On average, students will earn at least 80% or higher on the Hands-on portion of the final Exam. This is an exercise where the student demonstrates their ability to produce a complete part within specs on the Manual Lathe Machines.	Fall 2023 100% percent pass rate with an 80% or Better	Lab project and assignments are working well. Students like the task they are being given.	Parts and components have been out of stock for students to purchase so they can complete some of their assemblies. Also, we have limited machines for the students to complete their task.	The GSM department will ask for more Manual Lathes and Milling machines	Now that the GSM program has its FFL the GSM department can work on this by finding other vendors to source parts.
2.	Produce custom tooling and fixtures for use in gunsmithing type work.	This will be assessed in GSM-111 Direct Measures include: • Completed projects	Students will perform ALL lab Assignments Students must complete 10 hands on Lab assignments in this class to pass this course	Spring 2024 100% percent pass rate with an 80% or Better	Lab project and assignments are working well. Students like the task they are being given.	We need more complex parts to keep the students busy. Students seem to have some “free time” between assignments	The department added more assignments to the class. This decreases the amount of down time between assignments.	The GSM department will look at adding a couple of complex projects to further the student’s skill set.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3.	Diagnose and correct basic malfunctions, produce and fix simple parts, choose, and install sights.	This will be assessed in GSM-127AA And GSM-127AB This is a 2-part class (Students will not be given a grade until they complete GSM-124BB) • Exams/Quiz	Students will be given an inoperative firearm. They will then be given a set amount of time (Dependent on the model) to diagnose the problem. And they will have to write a work order for this problem with a description of how to fix it.	Fall 2023 100% percent of students were able to diagnose the problem. And they will have to write a work order for this problem with a description of how to fix it.	The teaching materials that are being used in the GSM program seem to be working well.	The Firearm models were limited this go around due to not receiving our FFL.	First Complete Cycle	First Complete Cycle
4.	Perform barrel alterations such as custom-barreled actions, recoil pads, and choke tubes.	GSM-125 Affected class Completed Custom Rifle barrel for their Firearm.	Students will perform ALL lab Assignment Students must complete their custom barrel for their rifle.	Summer 2024 100% of students were able to complete their custom barrels.	Newly created assignments /options are working well. Projects are being completed as intended.	Students are satisfied with the current task however the GSM program is looking into how to lessen the cost of this class.	The GSM Program added some additional assignments to better utilize machine time.	The GSM program will look into how we can reduce thy students cost in this class.

Program Learning Outcomes - A25590AD Information Technology – Applications Development

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
PLO1	Demonstrate the proper use of terminology in relation to applications development.	CSC 289 Programming Capstone Project The CSC 289 Capstone Programming project is a semester-long project, graded by rubric for each learning outcome, where students propose, design, and create a customized program utilizing multiple programming languages interfacing a common database.	On average, students will earn at least 80% on this artifact.	Spring 2020 100% Spring 2021 98% Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2 Spring 2024 Mean of Completers: 99.6% Range: 95-100 n: 12	What is working well and why? Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	What isn't working and why? None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results? No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. The learning objective will stay the same and students will continue to be challenged through changes in technology. Beginning Fall 2024, the program outcomes may change based on

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
								the updated tracks for IT. This track will become Software and Web Development starting in Fall 0f 2024.
PLO2	Identify legal, ethical, social, and security issues related to computer applications development.	CSC 289 Programming Capstone Project (See description above)	On average, students will earn at least 80% on this artifact.	Spring 2020 94% Spring 2021 97% Spring 2022 Mean of Completers: 96% Range: 95-100 n: 4 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2Spring 2024 Mean of Completers: 100%	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency	Students are reminded to be aware of these issues in developing their applications.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through outside influences on applications. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Software

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Range: 100-100 n: 12				and Web Development.
PLO3	Demonstrate the ability to design, code, implement, and test computer applications using multiple programming languages.	CSC 289 Programming Capstone Project (See description above)	On average, students will earn at least 80% on this artifact.	Spring 2020 97% Spring 2021 96% Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2 Spring 2024 Mean of Completers: 98% Range: 90-100 n: 12	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	Students have explored integrating languages outside of the curriculum.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will be challenged with the multiple programming environments presented in the curriculum. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Software and Web Development.
PLO4	Demonstrate the ability to analyze, design, and develop	CSC 289 Programming Capstone Project	On average, students will earn at least 80% on this artifact.	Spring 2020 93% Spring 2021 97%	Students continue to do very well on this learning objective as	Students are often challenged and must use a variety of resources to	No changes have been made from the previous cycle. Scores indicated	The learning objective will stay the same due to the importance of

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	database systems for computer applications.	(See description above)		Spring 2022 Mean of Completers: 100% Range: 100-100 n: 4 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 2 Spring 2024 Mean of Completers: 98% Range: 90-100 n: 12	indicated by scores the past several years. There is a level of consistency.	accomplish this objective.	objective met. Very consistent across multiple cycles.	creating database systems that will integrate with applications. Beginning Fall 2024, the program outcomes may change based on the updated tracks for IT. This track will become Software and Web Development.
PLO 5	Create effective application development documentation.	CSC 289 Programming Capstone Project (See description above)	On average, students will earn at least 80% on this artifact.	Spring 2020 97% Spring 2021 96% Spring 2022 Mean of Completers: 99% Range: 95-100 n: 4 Spring 2023 Mean of	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	The importance of documentation should continually be stressed.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same due to the importance of creating effective documentation within application code. Beginning Fall 2024, the

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Completers: 100% Range: 100-100 n: 2 Spring 2024 Mean of Completers: 95% Range: 90-100 n: 12				program outcomes may change based on the updated tracks for IT. This track will become Software and Web Development.

Program Learning Outcomes - A25590DA Information Technology – Digital Analytics and Management

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
PLO 1	Demonstrate the proper use of terminology in relation to data analytics and database management.	DBA 289 Final Project – Database Project The DBA 289 Data Analytics and Database Management project is a semester-long project, graded by rubric for each learning outcome, where students use the software development life cycle and the database life cycle to solve a database concern within a company. Students' work is submitted at milestone phases, with the result being	On average, students will earn at least 80% on this artifact.	Spring 2020 80% *NOTE: Outcomes impacted by COVID-19* Spring 2021 75% Spring 2022 Mean of Completers:60% Range: 60-60 n: 1 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 1 Spring 2024 Mean of Completers: 100% Range: 100-	What is working well and why? The assessment project of the capstone class gives the student the chance to demonstrate the use of IT terminology in relation to databases.	What isn't working and why? Due to the low enrollment in this class, it is difficult to say what is not working.	This program is being discontinued due to low enrollment.	This program is no longer offered as of Fall 2024.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		a fully functional database with all support documentation		100 n: 1				
PLO 2	Identify legal, ethical, social, and security issues related to data analytics and database management.	DBA 289 Final Project – Database Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 70% *NOTE: Outcomes impacted by COVID-19* Spring 2021 90% Spring 2022 Mean of Completers: 60% Range: 60-60 n: 1 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 1 Spring 2024 Mean of Completers:	The assessment project of the capstone class gives the student the chance to demonstrate the use of IT issues in relation to databases.	Due to the low enrollment in this class, it is difficult to say what is not working.	This program is being discontinued due to low enrollment.	This program is no longer offered as of Fall 2024.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				100% Range: 100-100 n: 1				
PLO 3	Demonstrate the ability to design, manage, and maintain database systems.	DBA 289 Final Project – Database Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 79% *NOTE: Outcomes impacted by COVID-19* Spring 2021 76.5% Spring 2022 Mean of Completers: 80% Range: 80-80 n: 1 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 1 Spring 2024 Mean of Completers:	The assessment project of the capstone class gives the student the chance to demonstrate the ability to design and manage a database.	Due to the low enrollment in this class, it is difficult to say what is not working.	This program is being discontinued due to low enrollment.	This program is no longer offered as of Fall 2024.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				100% Range: 100-100 n: 1				
PLO 4	Utilize database systems to analyze, process, manage, synthesize, and communicate information.	DBA 289 Final Project – Database Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 34% *NOTE: Outcomes impacted by COVID-19* Spring 2021 73.5% Spring 2022 Mean of Completers: 48% Range: 48-48 n: 1 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 1 Spring 2024 Mean of Completers:	The assessment project of the capstone class gives the student the chance to demonstrate how to create, manage, and document databases.	Due to the low enrollment in this class, it is difficult to say what is not working.	This program is being discontinued due to low enrollment.	This program is no longer offered as of Fall 2024.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				100% Range: 100-100 n: 1				

Program Learning Outcomes - A25590DM Information Technology – Digital Media

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
PLO1	Demonstrate the proper use of terminology in relation to digital media.	WEB 289 - Internet Technologies Final Project The WEB 289 Capstone Internet Technologies project is a semester-long project, graded by rubric for each learning outcome, where students develop and deploy digital content based on their previously developed marketing plan. This project should	On average, students will earn at least 80% on this artifact.	Spring 2020 90% Spring 2021 88% Spring 2022 87% Spring 2023 Mean of Completers: 95% Range: 95-95 n: 2 Spring 2024 Mean of Completers: 100% Range: 100-100 n: 5	What is working well and why? Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency	What isn't working and why? This program is no longer offered as of Fall 2024.	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results? No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. This program is no longer being offered starting Fall 2024.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		include targeted social media content as well as web-based content.						
PLO2	Identify legal, ethical, social, and security issues related to digital media	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 85% Spring 2021 88% Spring 2022 80% Spring 2023 Mean of Completers: 92.5% Range: 90-95 n: 2 Spring 2024 Mean of Completers: 100% Range: 100-100 n: 5	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	This program is no longer offered as of Fall 2024.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	This program is no longer being offered starting Fall 2024.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
PLO3	Utilize proper design techniques for digital media	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 88% Spring 2021 93% Spring 2022 90% Spring 2023 Mean of Completers: 92.5% Range: 90-95 n: 2 Spring 2024 Mean of Completers: 100% Range: 100-100 n: 5	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	This program is no longer offered as of Fall 2024.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	This program is no longer being offered starting Fall 2024.
PLO4	Utilize appropriate tools for digital media	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 93% Spring 2021 100% Spring 2022 93% Spring 2023 Mean of Completers:	Students continue to do very well on this learning objective as indicated by scores the past several years. There is	This program is no longer offered as of Fall 2024.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	This program is no longer being offered starting Fall 2024.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				95% Range: 95-95 n: 2 Spring 2024 Mean of Completers: 100% Range: 100-100 n: 5	a level of consistency.			
PLO 5	Integrate various tools and concepts to produce comprehensive digital media content	WEB 289 - Internet Technologies Final Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 93% Spring 2021 88% Spring 2022 93% Spring 2023 Mean of Completers: 92.5% Range: 90-95 n: 2 Spring 2024 Mean of Completers: 100%	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	This program will no longer be offered starting fall of 2024.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	This program is no longer being offered starting Fall 2024.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Range: 100-100 n: 5				

Program Learning Outcomes - A25590IS Information Technology – Information Systems Support

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
PLO 1	Demonstrate the proper use of terminology in relation to information systems support.	CTS 289 System Support Project The CTS 289 Information Systems Support project is a semester-long project, graded by rubric for each learning outcome, where students create and document an information system support project from design to implementation.	On average, students will earn at least 80% on this artifact.	Spring 2020 93% Spring 2021 97% Spring 2022 96% Spring 2023 Mean of Completers: 92% Range: 75-100 n: 3 Spring 2024 Mean of Completers: 84% Range: 32-99 n: 6	What is working well and why? Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency. In the spring of 2024, students struggled to explain key terms and concepts. Students were referred to the writing center for guidance, but most did	What isn't working and why? Starting with the Fall of 2024, these program outcomes will change and the assessments will change.	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results? No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. The learning objective will stay the same and students will continue to be challenged through changes in technology. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					not take advantage.			
PLO 2	Identify legal, ethical, social, and security issues related to information systems support.	CTS 289 System Support Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 100% Spring 2021 75% Spring 2022 95% Spring 2023 Mean of Completers: 73% Range: 60-100 n: 3 Spring 2024 Mean of Completers: 84% Range: 32-99 n: 6	Students are struggling to identify legal, ethical, social and security issues related to IT and to their project.	Starting with the Fall of 2024, these program outcomes will change and the assessments will change.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.
PLO 3	Communicate technical issues related to information systems support.	CTS 289 System Support Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 83% Spring 2021 79% Spring 2022	As you can see by the roller coaster of grades, technology students	Starting with the Fall of 2024, these program outcomes will change and	No changes have been made from the previous cycle. Scores indicated objective met.	The learning objective will stay the same and students will continue to be challenged

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				84% Spring 2023 Mean of Completers: 90% Range: 70-100 n: 3 Spring 2024 Mean of Completers: 84% Range: 32-99 n: 6	struggle with written communication. One change to the program might be to have them practice technical writing in other courses so that by the time they arrive at the capstone, students will be better at written communication.	the assessments will change.	Very consistent across multiple cycles.	through changes in technology. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.
PLO 4	Utilize current application packages and operating systems.	CTS 289 System Support Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 100% Spring 2021 100% Spring 2022 100% Spring 2023 Mean of Completers: 100% Range: 100-	Except for the last spring, students have done very well on this learning objective as indicated by scores the past several years. It could be that some students did not turn in	Starting with the Fall of 2024, these program outcomes will change and the assessments will change.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology. The learning outcomes for this track may change as the course selection is

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				100 n: 3 Spring 2024 Mean of Completers: 84% Range: 32-99 n: 6	part of the project that accounts for a portion of the grade. Students had to complete a PowerPoint, and Excel spreadsheet, and a Word document.			updated beginning in Fall of 2024.
PLO 5	Identify the interrelationship between hardware, application packages, and system software.	CTS 289 System Support Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 81% Spring 2021 84% Spring 2022 80% Spring 2023 Mean of Completers: 60% Range: 60-60 n: 3 Spring 2024 Mean of Completers: 84%	Students are challenged through this learning objective. As we update the program outcomes, we will need to see if this outcome needs to change or be updated.	Starting with the Fall of 2024, these program outcomes will change and the assessments will change.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The learning objective will stay the same and students will continue to be challenged through changes in technology. The learning outcomes for this track may change as the course selection is updated beginning in Fall of 2024.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Range: 32-99 n: 6				

Program Learning Outcomes - A25590NS Information Technology – Networking and Cyber Defense

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
PLO1	Demonstrate the proper use of terminology in relation to networking and cyber defense.	NET 289 – Networking Project The NET 289 Networking and Cyber Defense project is a semester-long project, graded by rubric for each learning outcome, where students build a network from start to finish beginning with a peer-to-peer network to a client-server-based network (with both physical and virtual machines). Through the environment	On average, students will earn at least 80% on this artifact.	Spring 2020 98% Spring 2021 89% Spring 2022 91% Spring 2023 Mean of Completers: 100% Range: 100-100 n: 6 Spring 2024 Mean of Completers: 99% Range: 91-100 n: 15	What is working well and why? Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	What isn't working and why? None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results? No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. The program outcomes are under review with the start of Fall 2024.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		progression VLANs, VPNs, and Cloud services are added.						
PLO2	Identify legal, ethical, social, and security issues related to networking and cyber defense.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 100% Spring 2021 89% Spring 2022 91% Spring 2023 Mean of Completers: 98.5% Range: 91-100 n: 6 Spring 2024 Mean of Completers: 92% Range: 76-100 n: 15	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The program outcomes are under review with the start of Fall 2024.
PLO3	Install, manage, and maintain workstation	NET 289 – Networking Project	On average, students will earn at least	Spring 2020 100% Spring 2021 100%	Students continue to do very well on this learning objective as indicated by scores	None specifically noted; however, due to changes in technology,	No changes have been made from the previous cycle. Scores indicated	The program outcomes are under review with the start of Fall 2024.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	and server operating systems software.	(See description above.)	80% on this artifact.	Spring 2022 91% Spring 2023 Mean of Completers: 100% Range: 100-100 n: 6 Spring 2024 Mean of Completers: 86% Range: 0-100 n: 15	the past several years. There is a level of consistency.	the learning objective will be continuously updated.	objective met. Very consistent across multiple cycles.	
PLO4	Create plans for intrusion detection solutions and identify best practices for the defense of systems.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 93% Spring 2021 95% Spring 2022 91% Spring 2023 Mean of Completers: 97% Range: 94-100 n: 6 Spring 2024 Mean of Completers: 97%	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The program outcomes are under review with the start of Fall 2024.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Range: 90-100 n: 15				
PLO5	Setup and install the hardware for a computer network.	NET 289 – Networking Project (See description above.)	On average, students will earn at least 80% on this artifact.	Spring 2020 100% Spring 2021 100% Spring 2022 Mean of Completers: 91% Range:74-100 n: 7 Spring 2023 Mean of Completers: 100% Range: 100-100 n: 6 Spring 2024 Mean of Completers: 100% Range: 100-100 n: 15	Students continue to do very well on this learning objective as indicated by scores the past several years. There is a level of consistency.	None specifically noted; however, due to changes in technology, the learning objective will be continuously updated.	No changes have been made from the previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	The program outcomes are under review with the start of Fall 2024.
PLO6	Apply systematic troubleshoo	NET 289 – Networking	On average, students	Spring 2020 93%	Students continue to do very well on this learning	None specifically noted; however,	No changes have been made from the	This outcome is no longer measured for

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	ting strategies to solve network/security issues in a switched network/router environment	Project (See description above.)	will earn at least 80% on this artifact.	Spring 2021 89% Spring 2022 Mean of Completers: 91% Range:74-100 n: 7 Spring 2023 Mean of Completers: 97% Range: 94-100 n: 6	objective as indicated by scores the past several years. There is a level of consistency.	due to changes in technology, the learning objective will be continuously updated.	previous cycle. Scores indicated objective met. Very consistent across multiple cycles.	this program starting Fall 2024.

Program Learning Outcomes - A40320 Mechanical Engineering Technology

Note: Program has been terminated.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Ability to apply knowledge, techniques, skills and modern tools of mathematics, science engineering, and technology to solve well-defined engineering problems appropriate to mechanical engineering technology.	This learning outcome is assessed by a test in MEC 265 Fluid Mechanics during the second half of the semester. The elements of the test are targeted at meeting the outcome. Problems in the test include applying continuity equation and Bernoulli's principle to determine velocities and pressures within specified locations within the flow	Direct On average students completing the artifact will earn at least 85%. Indirect On average students are expected to score at least 85% on the questions in the questionnaire.	Fall 2023 Direct Mean:85% MEC265 test mean: 85% n:9 Indirect Questionnaire mean: 84% Students rated 84 out of 100. n:9	Students showed strengths in interpreting the problems and choosing the appropriate formula to use. Students also showed strength in the application of the law of conservation of mass and conservation principles to determine velocities and pressures within flow.	There were some weaknesses shown in applying the appropriate physics principles and in interpreting results obtained.	More reviews of responses to questions relating to interpretation of results obtained in test offered in MEC 265. Improvement was seen in interpreting the results of problems solved, which was a weakness in the previous cycle.	Not applicable, program will be terminated.

		of the fluid system. Indirect measures on this outcome include answering questions relating to understanding, interpreting the problems, and knowing the principles to apply in solving them.						
2	Ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the field of mechanical engineering technology.	This learning outcome is assessed by a test in MEC 275, Engineering Mechanisms during the second half of the semester. The elements of the test are targeted at meeting the outcome. Problems in the test include determination of the lengths of members of	On average students completing the test in MEC 275 will earn at least 80%. On average students are expected to score at least 80% on the questions.	Spring 2024 Direct Mean:85% Mean of Completers: 85% Range:78% n:5 Indirect Mean:85% Mean of Completers: 81% Range: n:5	Students showed strengths in the application of mechanism principles to categorize types of four-bar linkages-mechanism. Students also showed strengths in applying principles in determining displacements and velocities of points of interest on links of mechanisms.	Some weaknesses were shown in the application of appropriate math principles in determining velocities of specified points. Interpretation of results obtained also needs improvement.	Trigonometry principles were reviewed before teaching in depth the mechanism principles relating to topic covered. Improvements were seen in the application of the trigonometry principles in solving the design problem in MEC 275. Improvement was also seen in the interpretation of results, which showed a	Not applicable, program will be terminated.

		a four-bar linkage mechanism and a crank-rocker mechanism. Indirect measures on this outcome include answering questions relating to understanding and interpreting the problems and knowing the principles to apply in solving them.					weakness in the previous cycle.	
3	Ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature	This learning outcome is assessed by an assigned design work in MEC 270 Machine Design during the second half of the semester. The elements of the project are targeted at meeting the outcome. Elements in the	Direct On average students completing the test in MEC 270 will earn at least 78%. Indirect On average students are expected to score at least 78%	Spring 2024 Direct Mean76% Mean of Completers: 78% Range:65% - 100% n:5 Indirect Mean:80% Mean of Completers: 81%	Students showed strength in the application of graphical communications in writing reports. Oral communication in the presentation of reports was also strong.	Written communications and the use of appropriate technical literature needs some improvement. Applications of strength of materials and statics principles need improvement	The points awarded to areas that showed improvements in the previous cycle were increased relative to the sections of graphical and oral sections. These were the written and use of appropriate literature. There were improvements in	Not applicable, program will be terminated.

		project are written and graphical communication and justification of quantities obtained. Also included is a presentation of the project report. Indirect measures on this outcome include answering questions relating to understanding, research sources, conclusion and discussions and results interpretation.	on the questionnaire.	Range: 65%-100% n:5			both the oral and written part of the project report. The improvements were not that significant. More work still needs to be done in these areas and in areas of application of appropriate strength of material principles in solving machine design problems.	
4	Ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.	This learning outcome is assessed by an organized lab assignment in MEC 180 Engineering Materials	Direct On average students completing the lab in MEC 180 will earn at least 85%.	Spring 2024 Direct Mean: 85% Mean of Completers: 90% Range: 70% -100%	Students showed strength in setting up, conducting the experiment, taking measurements, and writing and presentation of results	Some weaknesses were shown in analyzing and interpreting results and discussions of results.	Points awarded to analysis of data, interpretation of results and relating conclusion to objectives were increased relative to the points	Not applicable, program will be terminated.

		during the second half of the semester. The elements of the experiment are targeted at meeting the outcome. Elements in the experiment include conducting the experiment, taking measurements, and analyzing the results in discussions and conclusions of the experiment Indirect measures on this outcome include discussions of results and drawing conclusions from the results obtained.	Indirect On average students are expected to score at least 85% on the questionnaire.	n: 12 Indirect Mean: 90% Mean of Completers: 92% Range: 70%-100% n: 12			awarded to other sections. Students showed slight improvement in these areas of data analysis, results interpretation and drawing appropriate conclusions. These areas still need improvement.	

5	Ability to function effectively as a member of a technical team	This learning outcome is assessed by an organized lab assignment in MEC 180 Engineering Materials during the second half of the semester. The elements of the experiment are targeted at meeting the outcome. Elements in the experiment include students working in teams to do the assigned lab experiment. Each student is assigned a team role. Indirect measures on this outcome include discussions of difficulties and	Direct On average students completing the lab in MEC 180 will earn at least 80%. Indirect On average students are expected to score at least 80% on the questionnaire.	Spring 2024 Direct Mean: 85% Mean of Completers: 90% Range:70% - 100% n: 12 Indirect Mean: 83% Mean of Completers: 82% Range: 65%-100% n: 12	Strength was shown in working in teams. Roles were well fulfilled by team members. Brainstorming, organizing, and gathering information revealed strength.	Weaknesses were shown in the roles of discussions pertaining to results obtained.	Weaknesses identified in the previous cycle include team members being late in turning in assigned role work. Points were discounted for role work turned in late. Significant improvement was realized in this previously weak area. Also, improvement was realized in section topic discussions.	Not applicable, program will be terminated.

		problems encountered in working in the teams. Also discussed are the advantages and disadvantages of working in teams.						

Termination of MET Program:

At this time, Gaston College is approved to offer an Associate in Applied Science (AAS) in Mechanical Engineering Technology. The College is also approved to offer a closely related degree, an AAS in Applied Engineering Technology. In order to streamline operations within the Career and Technical Education Division, the College proposes to terminate the AAS in Mechanical Engineering Technology. Currently, new student enrollment for Fall 2023 in the AAS in Mechanical Engineering Technology is eight students. Faculty will work with these new students and all returning students (20 students who entered between 2020-2022, ten of whom are already co-enrolled in the Applied Engineering Technology program) to develop a plan for degree completion for the Mechanical Engineering Technology program. New and returning students will also be given the option of changing their program to Applied Engineering Technology due to the significant overlap in these programs. Course substitutions for courses completed by students as a part of the Mechanical Engineering Program will be made as allowable by the Applied Engineering Curriculum Standard to help students in this transition.

Program Learning Outcomes - *A25310 GE & A25310MC* Medical Office Administration

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1 GE MC	Demonstrate proper use of medical terminology and abbreviations used in medical offices and medical information management systems.	Final Exam in ~~OST 142 (Med Terms II)~~ MED 122 This measurement tool is a 120-question, objective test that covers medical terminology and abbreviations used in medical offices and medical information management systems.	On average, students will earn at least 80% on this assessment.	Spring 2019 91% Spring 2020 94% Spring 2021 95% Spring 2022 93% Spring 2023 Began using MED 122 instead of OST 142 Mean of Completers: 91% Range: 73-99 n:14 Spring 2024 Mean of Completers: 82% Range: 0-100 n:28	• This is the second part of a course that covers terminology and abbreviations for the entire body system. • This tool offers a variety of questions to identify word parts in complex medical terms and recognize medical terminologies used in common diseases, pathology, and the life spans of different body systems and anatomy. • This course is available in 8-	Include more application-based scenario cases providing students more opportunities to identify, interpret, and utilize the medical terminologies, abbreviations, and pathology knowledge learned in a more abstract method to apply the interpretation of medical record documentation and professional communications	Higher enrollment numbers each semester. The course allows students to utilize the MED 122 course in multiple program pathways.	Meet with instructors to explore possible case studies to include in future course activities and discussions for students to apply the terminology and abbreviations utilized in medical documentation including pharmacology, human diseases, procedures pertaining to the different body systems

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					week sessions each semester, providing students with more opportunities to master the necessary terminologies for program completion.			
2 GE MC	Demonstrate, identify and assess appropriate procedures and tasks performed in an office environment.	OST 289 (Office Admin Capstone) Online Portfolio This measurement tool includes numerous documents/skills used in an office environment, including a career information interview, telephone techniques, a	On average, students will earn at least 80% on this artifact.	Spring 2019 90% Spring 2020 98% Fall 2020 92% Spring 2021 76% Fall 2021 84.88% Spring 2022 85% Spring 2023 Mean of Completers: 88% Range: 10-100 n:10 Measured in spring only		Utilize a more medically focused measuring tool that aligns with the new curriculum and the communities needs as both medical patient service representatives, billing specialists and medical coders	Community needs have slowly changed and looking for more specialized area of skills.	The program outcome will change in Fall 2024 and this outcome will no longer be measured for the program. Curriculum and course changes to include more diverse medical office procedures and simulated activities specifically targeting the medical office responsibilities and positions including scheduling, messaging, billing and EHR utilization.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		resume, a netiquette flyer, a sales invoice, an agenda, an itinerary, and travel etiquette. A standardized rubric is utilized for grading.		Spring 2024 Mean of Completers: 100% Range: 100-100 n:5				Will revise PLOs to match the curriculum changes for 24-25.
3 GE	Demonstrate, identify and assess appropriate procedures for creating and formatting mailable office documents.	Final Exam Project OST 135 (Adv Text Entry & Format) This measurement tool requires students to create/format multiple mailable office documents, including a left-bound	On average, students will earn at least 80% on this artifact.	Spring 2019 84% Spring 2020 95% Spring 2021 95% Spring 2022 87.75% Spring 2023 Mean of Completers: 81% Range: 68-98 n:10 Spring 2024 Mean of Completers:				The program outcome will change in Fall 2024 and this outcome will no longer be measured for the program. Curriculum and course changes to include more diverse medical office procedures and simulated activities specifically targeting the medical office responsibilities and

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		report and mail merge, and is graded on rubric.		85% Range: 46-96 n:9				positions including scheduling, messaging, billing and EHR utilization. Will revise PLOs to match the curriculum changes for 24-25.
3 DS	Demonstrate, identify and assess appropriate procedures for creating, formatting, and transcribing medical office documents.	Final Exam in OST 242 (Med Office Transcription II) This measurement tool requires students to key a transcribed document and a proofreading exercise.	On average, students will earn at least 80% on this artifact.	Spring 2019 Mean of Completers: 84% Range: 64-100 n:15 Spring 2020 Mean of Completers: 95% Range: 89-100 n:2 Spring 2021 Mean of Completers: 94% Range: 88-98 n:4				This track is no longer offered to students as of Spring 2022.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Spring 2022 (Transcription) Mean of Completers: 81% Range: 66-98 n:3 (Proofreading) Mean of Completers: 81% Range:50-98 n:3				
3 MC	Demonstrate, identify and analyze all medical reports to properly identify all procedures and diagnoses	OST 247 (Procedure Coding) Comprehensive Final Exam This measurement tool is a 75-question exam that requires students to	On average, students will earn at least 80% on this artifact.	Spring 2019 84% Spring 2020 87% Spring 2021 86% Spring 2022 91% Spring 2023 Mean of Completers: 88%	Provides students a diverse question bank to accurately abstract procedures and diagnoses from sample medical documentation to assign the most	Include more medical documentation case studies for the different sections of the coding books. Need more real-world experience/coding software to	The mean of completers average improved slightly.	Exploring means to better prepare students for the CPC certification exam, reduce apprentice status through coding modules and externships to experience real-world coding exposure to relate coding guidelines

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		properly identify procedures and diagnoses.		Range: 78-98 n:10 Spring 2024 Mean of Completers: 89% Range: 61-96 n:9	appropriate procedural and diagnostic codes implementing the most recent code sets and guidelines to submit an insurance claim.	better simulate the medical office coding expectations.		and practices learned during the course.

Program Learning Outcomes - A25370 Office Administration

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Demonstrate effective written communication techniques related to office administration.	OST 164 (Office Editing) Unit Test Chapters 10-12 This measurement tool is an objective 50-question test covering punctuation techniques related to office administration.	On average, students will earn at least 80% on this assessment.	Fall 2018 – OST 164 Final Exam 64% Fall 2019 Final Exam 81% Fall 2020 Final Exam 82% Fall 2021 Final Exam 77.7% New Measurement Tool Fall 2022 Unit Test Chapters 10-12 Mean of Completers: 69 Range: 38-88 N: 11 Measurement Tool Fall 2023 Unit Test Chapters 10-12 Mean of Completers: 76 Range: 50-86 N: 13	The Unit Test for Chapters 10-12 is a comprehensive test that covers questions from each of the chapters covered deals with correctly punctuating to demonstrate effective writing and communication. The students prepare for this exam through quizzes that are taken with each of the chapters.	Utilize the virtual Zoom sessions for student questions/answers to focus on how to correctly utilize a comma when dealing with direct quotes.	Students responded positively to the Virtual Zoom sessions and coming in when needing help.	The faculty will continue to provide communications options with students through in person, Zoom, email, and phone calls. More emphasis will be placed on helping students understand how to use commas with direct quotes.
2	Demonstrate, identify and assess appropriate procedures	OST 289 (Office Admin Capstone) Online Portfolio	On average, students will earn at least	Spring 2019 Portfolio 90% Spring 2020 Portfolio 98% Fall 2020	Spring 2024 No data as this Outcome was removed in 2023 with the removal	Spring 2024 No data as this Outcome was removed in 2023 with the removal	Spring 2024 No data as this Outcome was removed in 2023 with	Spring 2024 No data as this Outcome was removed in 2023 with the removal

	and tasks performed in an office environment.	This measurement tool includes numerous documents/skills used in an office environment, including a career information interview, telephone techniques, a resume, a netiquette flyer, a sales invoice, an agenda, an itinerary, and travel etiquette. A standardized rubric is utilized for grading.	80% on this artifact.	Portfolio 92% Spring 2021 Portfolio 76% Fall 2021 Portfolio 84.88% Spring 2022 Portfolio 85% Spring 2023 Mean of Completers: 88% Range:10-100 n:10 Measured only in the spring Spring 2024 No data as this Outcome was removed in 2023 with the removal of the Office Finance and Software Specialist tracks.	of the Office Finance and Software Specialist tracks.	of the Office Finance and Software Specialist tracks.	the removal of the Office Finance and Software Specialist tracks.	of the Office Finance and Software Specialist tracks. The Office Administration program will sunset beginning Fall 2025.
2	Demonstrate, identify and assess appropriate procedures for creating and formatting mailable office documents.	OST 135 (Adv Text Entry & Format) Final Exam Project This measurement tool requires students to create/format multiple mailable office documents, including a left-bound report and	On average, students will earn at least 80% on this artifact.	Spring 2019 Exam Project 84% Spring 2020 Exam Project 95% Spring 2021 Exam Project 95% Spring 2022 Mean of Completers: 87.75% Range: 73-98 n:16	Students grasp an understanding of office document formatting through mastery of the course work with strength showing in changing margins, inserting footers, mail merges especially.	Many of our students submit assignments only once to get a grade instead of taking the time to utilize the multiple attempts to correct mistakes. Faculty will continue to encourage students to strive	Faculty continued to assist students with formatting documents and helped them master content through virtual Zoom sessions.	We will continue the Virtual Zoom sessions and the module wrap ups. Faculty will continue to work on providing videos on areas where students seem to need a little more assistance.

		mail merge, and is graded on rubric.		Spring 2023 Mean of Completers: 81% Range:68-97 n:10 Spring 2024 Mean of Completers: 85% Range: 46-96 n:9		to get the documents correct and ensure students can correctly format documents required in the workplace.	The faculty encouraged students to use the writing center, open lab on campus and the learning center for assistance.	The Office Administration program will sunset beginning Fall 2025.
3	Demonstrate, identify and assess appropriate procedures for entering payroll information such as tax and withholding information and processing and creating payroll checks in an office environment.	OST 153 (Office Finance Solutions) Payroll Report in The students set up QuickBooks for manual payroll processing and print the Payroll Item List Report. This report lists the payroll items, type, rates and limits for some of the mandatory taxes and the expense and liability accounts relating to the payroll item such as salary and hourly wage information, advanced earned income credit, federal and state unemployment,	On average, students will earn at least 80% on this artifact.	Spring 2019 Payroll Report 96% Spring 2020 Payroll Report 97% Spring 2021 Payroll Report 99% Spring 2022 Payroll Report 90% Spring 2023 Ch 11 Quiz Mean of Completers: 91% Range:100-83 n: 20 Spring 2024 Ch 11 Quiz Mean of Completers: 90% Range:100-0 n: 22	Throughout the semester, students gain knowledge and skills, not only in payroll, but also in the QuickBooks program to use in an office environment.	Moving to QuickBooks online has been a learning curve for both the students and the instructor. Virtual Zoom sessions will be utilized for students with questions. The new textbook has helped students with understanding the concepts better.	The faculty encouraged students to use the writing center, open lab on campus and the learning center for assistance. Faculty assisted students with questions through emails, in person and phone calls. The course began utilizing a different	We will use Virtual Zoom sessions for student questions and to cover material. A new measurement tool (Chapter 11 Quiz) will be implemented beginning Fall 2022. The Office Administration program will sunset beginning Fall 2025.

		federal and state withholding, and Medicare for the company and the employee.					textbook in Fall 2022.	
4	Demonstrate, identify and assess appropriate procedures for creating and formatting mailable publications in an office environment	OST 233 (Office Publications Design) Online Portfolio Project Students create an online portfolio that contains various business publications and is graded on a rubric. This tool requires students to be proficient with Microsoft Publisher.	On average, students will earn at least 80% on this artifact.	Spring 2019 Portfolio 88% Range: 70-100 n: 6 Spring 2020 Portfolio 98% Spring 2021 Portfolio 83% Spring 2022 Mean of Completers: 95% Range: 84-100 n: 8 Spring 2023 Mean of Completers: 94% Range: 69-100 n: 8 Spring 2024 Mean of Completers: 48% Range: 0-95 n: 2	The project is an all-encompassing project. The students create their own business name and create documents to support the document. The project takes them through a review of all material taught.	The thing that was most difficult for the student was understanding the importance of keeping the same theme for all projects. More emphasis will be placed on helping students understand the importance of this concept. There were only two students enrolled in this course and only one completed the work. Many reach outs were made to the student encouraging them to complete work.	A new rubric was used for grading the portfolio and showed the students had more difficulty in correctly keeping the same theme. More emphasis will be placed on the importance of a theme for all documents of a business to help in the recognition of their product.	The faculty encouraged students to use the writing center, open labs on campus and the learning center for assistance. More emphasis will be placed the importance of themes. The faculty will continue to assist students with questions through emails, in person and phone calls and Zoom sessions

Program Learning Outcomes - A25380 Paralegal Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Define basic civil, civil injuries, criminal, domestic, and business law concepts, as well as an understanding of the role of the paralegal in our legal system.	Students are assessed on this outcome using two different measurement tools. In LEX 110 (Introduction to Paralegal Studies), students complete a final exam that demonstrates their understanding of basic civil, civil injuries, domestic and business law concepts, as well as the role of the paralegal in our legal system.	On average, students will earn an average of at least 80% on the LEX 110 final exam, demonstrating their understanding of basic civil, civil injuries, domestic and business law concepts, as well as the role of the paralegal in our legal system. On average, students will earn an average of at least 80% on the LEX 110	Spring 2021 Final Exam 100% Project 85% AVG: 93% Fall 2021 Final Exam 83% Project 98.6% AVG: 90.8% No Spring 2022 section Fall 2022 Final Exam 81% Project 91% AVG: 86% No Spring 2023 section Fall 2023 Final Exam Mean of Completers: 80.42% Range: 67-93 n: 6 Project Mean of	What is working well and why? Students are continuing to score above average on both measurement tools. The final exam is an objective assessment that is consistent among all sections. The project uses a rubric for grading and requires students to make a valuable	What isn't working and why? Looking at the attempt statistics for the final exam, the questions that are missed by the most students are those relating to administrative law, rules regarding professional conduct, and the appeals process. Assignments within these modules need to be reexamined and possibly reworked to increase understanding.	What changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results? Review sessions for the final exam continued. The course was moved from asynchronous to entirely online. This could explain the missed	What should be done in response to these results? Clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. Assignments relating to administrative law, professional conduct, and the appeals process need to be reworked to help students better understand the ideas and information.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		The application part of this outcome is assessed in a project in LEX 110 (Introduction to Legal Studies) where students interview a paralegal about his/her career and role in the legal system.	project, demonstrating their understanding of the role of the paralegal in our legal system.	Completers: 99% Range: 96-100 n: 4 AVG: 89.71%	connection with someone in the paralegal field to learn about the paralegal's role in our legal system.		questions relating to administrative law, professional conduct, and the appeals process.	
2	Perform basic research of defined legal questions by traditional and electronic means and properly cite legal authorities.	The LEX 121 Office Legal Memorandum is the new assessment tool for this learning outcome. This measurement tool requires students to research NC	On average, students will earn at least 80% on the Legal Memo, demonstrating their understanding of basic research of legal questions by traditional and	Spring 2021 Project Mean of Completers: 75% Range: 65,95 n: 5 Spring 2022 Project Mean of Completers: 88.5% Range: 70-100 n: 8	The Legal Memorandum assignment pulls together research, writing, and legal analysis together in a second-year assignment that mimics a real task a paralegal might be	Re-writes are dependent on students taking advantage of the opportunity for improvement.	No changes; this is still a fairly new measurement tool that needs more data to better analyze.	Faculty will continue to allow opportunities to improve this assignment, with the goal being a solid, well-written legal memo that can be used for interview purposes. Citations have been

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		law with respect to a fact situation, perform legal analysis, and prepare a legal memo to a supervisor. The assignment utilizes a rubric for standardized grading.	electronic means, and properly citing legal authorities.	Spring 2023 Project Mean of Completers: 88% Range: 80-93 n: 5 Spring 2024 Project Mean of Completers: 80% Range:60-94 n: 6	given in a work environment. It uses a rubric which creates grading consistency.			added to the legal rubric.
3	Describe legal ethics and use of the NC (North Carolina) rules of Professional Conduct.	Students are assessed on this outcome using two different measurement tools. In LEX 280 (Legal Ethics and Professionalism), students complete a final exam	On average, students will earn at least 80% on the final exam, demonstrating they understand legal ethics and can apply the NC Rules of	Fall 2019 Final Exam 86% Project 88% AVG: 87% Fall 2020 Final Exam 89% Project 96% AVG: 87% all 2021 Final Exam 84.6% Project 91.3% AVG: 87.9%	Student scores are above average and consistent over the last three years on both of these measurement tools. The final exam utilizes	Item analysis (or question identification) should be considered for the final exam. Continue brainstorming ways to encourage students to complete the project.	Small group sharing of projects has been added as a blog grade. The faculty has added Zoom recorded videos for additional student engagement and feedback. A video will focus on the project.	Consider item analysis of final exam – or changing the measurement tool to a more focused tool. Gather data about whether students are watching the instructor videos in the course.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		that shows their understanding and application of legal ethics rules, specifically the NC Rules of Professional Conduct. Also, in LEX 280, students complete an application-based project where students identify and apply the NC Rules of Professional Conduct to scenarios found in the media.	Professional Conduct. On average, students will earn at least 80% on the project, demonstrating they understand legal ethics and can apply the NC Rules of Professional Conduct to scenarios found in media.	Fall 2022 Final Exam Mean of Completers: 83% Range: 71-94 n: 9 Project Mean of Completers: 91% Range: 73-100 n: 9 AVG: 87% Fall 2023 Final Exam Mean of Completers: 86% Range: 76-94 n: 6 Project Mean of Completers: 93% Range: 75-100 n: AVG: 5%	objective questions and fact-based scenarios to assess student knowledge of the ethics rules. The project asks students to properly apply ethics rules to fact situations. NC ethics rules are a focus of both measurement tools.			
4	Describe the court system and	Students are assessed on this outcome	On average, students will	Fall 2019 Final Exam 89%	Students surpass the goal of 80%	Increased scores on the final exam	The enrollment for LEX 140 for Fall 2024 has	Faculty will continue to provide final exam review activity

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	the litigation process and assist an attorney in the preparation and filing of legal documents.	using two different measurement tools. In LEX 140 (Civil Litigation I), students complete a comprehensive final exam that measures their understanding of the court system, the litigation process, and the preparation and filing of legal documents. Students also complete a portfolio with legal pleadings, illustrating	earn at least 80% on the LEX 140 final exam, demonstrating they can describe the court system and the litigation process. On average, students will earn at least 80% on the portfolio, demonstrating they can assist an attorney in the preparation and filing of legal documents.	Spring 2020 Portfolio 94% (Note: 8 students did not complete) AVG: 92% Fall 2020 Final Exam 88% Spring 2021 Portfolio 90% Fall 2021 Final Exam 79% Spring 2022 Portfolio 82% Final Exam 88% Fall 2022 Final Exam Mean of Completers: 82 Range: 54-99 n: 15 Spring 2023 Project Mean of Completers: 86%	on the portfolio measurement tool. Students are getting actual paralegal experience with drafting legal documents and court forms.	are needed to surpass the 80% goal for this measurement tool. There were far fewer students enrolled in the course(s) the last two semesters than we have previously had, with a low number of completions of the measurement tools.	increased greatly from the past two semesters. Faculty will encourage completion of projects measurement tool and final exam.	and will consider item analysis of final exam to identify areas of weakness for the students.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		the ability to assist an attorney with the preparation and filing of legal documents.		Range: 65-100 n: 9 Fall 2023 Final Exam Mean of Completers: 74% Range: 69-80 n: 3 Spring 2024 Project Mean of Completers: 94% Range: 91-96 n: 2				

Program Learning Outcomes – A55480 Public Safety Administration

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Analyze concepts and theories related to the public safety	PAD 252 The students will create a "White paper" to develop mastery of concepts and theories related to public safety administration.	On average the student earns at least a 89% score of the available points on their research paper based on the rubric for the assignment.	2023-2024 Academic year 89% of students received a grade of 70% or higher 2023-2024 Academic year 89% of students who submitted the assignment received a grade of 70% or higher 2023-2024 Academic year 89% of students who submitted the assignment had a grade of 70% or higher.	Majority of students are preforming above the success criteria This assessment still contains the necessary qualities to remain in the course.	Work to ensure a higher percentage of on-line students achieve the stated goal. More outreach to students who are low performing within the class.	The impact for this outcome from 2020-2024 is that the assessment tool is still viable, however some students chose not to complete the assignment.	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt. More outreach to students who are low performing within the class.
2	Discuss leadership traits that provide efficient group	PAD 252 Chapter 4 Quiz will be used to	On average the student earns at least a 70% score of the	2021-2022 Academic year 100% of students received a	Majority of students are preforming	Work to ensure a higher percentage of on-line students	In the academic years from 2020-2024, only one (1) student took the test	Use Gaston College services to encourage and ensure on-line students are

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
	and task management.	measure this outcome.	available points on their Chapter 4 Quiz.	grade of 70% or higher 2022-2023 Academic year 100% of students who took the quiz received a grade of 70% or higher. 2023-2024 Academic year 86% of the students who took the quiz received a grade of 70% or higher.	above the success criteria In the year 2023-2024, 86% students who did not make above the 70% mark. Others chose not to take the quiz. This assessment still holds viability to the course and as a measurement tool.	achieve the stated goal. More outreach to students who are low performing within the class.	and did not meet the 70% mark. Others chose not to take the quiz.	successful in their class attempt. More outreach to students who are low performing within the class.
3	Differentiate between public and private resources to effectively meet public safety goals.	PAD 254 The student is required to create a "Grant Package" in PAD 254 to demonstrate mastery of utilizing public and private resources.	On average the student earns at least a 70% score of the available points on the Grant Package based on the	2021-2022 Academic year 100% of students received a grade of 70% or higher 2022-2023 Academic year 100% of students who	Majority of students are preforming above the success criteria This assessment still holds viability to the course and as a	Work to ensure a higher percentage of on-line students achieve the stated goal.	The impact for this outcome from 1020-2024 is that the assessment tool is still viable, however some students chose not to complete the assignment.	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt. More outreach to students who are low performing within the class.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
			rubric for the assignment.	submitted the assignment received a grade of 70% or higher. 2023-2024 Academic year 80% of students who submitted the assignment received a grade of 70% or higher.	measurement tool.			
4	Identify and describe key functions and competencies to be effective in today's public safety administration environment.	PAD 151 The student is required to interview a public service leader and author a paper discussing the functions and competencies needed to be successful in today's public safety administration. This is to	On average the student earns at least a 70% score of the available points on their public service leader paper based on the grading rubric for the assignment.	2021-2022 Academic year 100% of students received a grade of 70% or higher. 2022-2023 Academic year 100% of students who submitted the paper received a	Majority of students are preforming above the success criteria	Work to ensure a higher percentage of on-line students achieve the stated goal.	The impact for this outcome from 1020-2024 is that the assessment tool is still viable, however some students chose not to complete the assignment.	Use Gaston College services to encourage and ensure on-line students are successful in their class attempt. More outreach to students who are low performing within the class.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		demonstrate mastery in PAD 151 and PAD 252		grade of 70% or higher. 2023-2024 Academic year 86% of students who submitted the paper received a grade of 70% or higher.				

Program Learning Outcomes - A30170 Sports Media Technology

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Construct the ious elements for video production and apply that knowledge within the sports media industry	BPT 240 Game Event Project	On average, students will earn at least 80% on this artifact.	Fall 2023 Mean of Completers: 64% Range: 0-99 n: 7	This project included game coverage and required students to attend games. This gave them hands on field experience in sports production.	Several students had trouble completing game requirements with their schedules. We modified what could we considered "a game event" to make it easier for them to complete if they have a complicated schedule.	This is a new program and the first cycle. How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results?	It's too early to make changes.
2	Illustrate storytelling techniques for sports narratives.	SMT 111 Sports Narrative Project	On average, students will earn at least 80% on this artifact.	Spring 2024 Mean of Completers: 42% Range: 0-94 n: 4	Students got in depth with sports and brought their production to the next level.	This class only had 4 people and 2 didn't turn in much work so it skewed the numbers. We need another semester of measurement.	This is a new program and the first cycle.	This is a new program and the first cycle. Nothing at this time. We re-mapped the SMT curriculum to give more clear direction on projects to help students be more successful.

PLO #	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3	Describe all elements of livestreaming sports broadcasts. Can we change this to Operate the elements required to livestream sports games?	BPT 240-Demo Reel	On average, students will earn at least 80% on this artifact.	Fall 2023 Mean of Completers: 44% Range: 0-90 n: 7	Students got a chance to show off their work.	This project was problematic as some students in the class are not sports focused so didn't really have a strong demo of their work.	This is a new program and the first cycle.	We modified this to a highlight reel from the season to make it more accessible to AV students and SMT students.
4	Demonstrate the fundamental skills to write across various media platforms.	BPT 112-Final Exam	On average, students will earn at least 80% on this artifact.	Spring 2024 Mean of Completers: 80% Range: 0-100 n: 12			This is a new program and the first cycle.	
5	Demonstrate the ability to speak on air in a live broadcast and conduct a proper interview.	SMT 110 Demo Reel	On average, students will earn at least 80% on this artifact.	Spring 2024 Mean of Completers: Range: n:			This is a new program and the first cycle.	

Program Learning Outcomes - A50500 Textile Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1 DE, GE, MG, TE	Apply principles and concepts of basic sciences, fiber science, textile technology and management science to the analysis and solution of real-world problems.	TEX 110 Module Quiz 5 What assessment method is used to determine whether the learning outcome has been met? At least one direct measure must be utilized. Direct measures look at the learning itself whereas indirect measures look at the perception of learning.	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: 98% Mean of Completers: 9 students Range: 90-100% n: 9	This is a new program and, in the future, we will provide data on what is working well and why? This assessment provided students with an opportunity to utilize principles of the global textile management complex and apply it to real world problems. This quiz tested knowledge	This is a new program and, in the future, we will provide data on what isn't working and why? While all of the students passed with an 80% or better, in the future an assessment that includes a presentation, written work, etc. may be a better reflection on the application of concepts of textile technology.	This is a new program and, in the future, we will provide data on what changes were implemented since the previous cycle? How do these changes explain the improvement or decline (as compared to the previous cycle) that you see in the current assessment results? This is the first semester of data. This assignment led to student success with applying lecture materials to an assessment and relates to the principles of textile technology and real-world industry knowledge. Future assessments will	This is a new program and, in the future, we will provide data on what should be done in response to these results and clearly explain why this change (or lack of change) is justified and how it will contribute to continuous improvement. We will focus on actions that might include: • Curriculum changes (changes in pedagogy, courses, assignments, etc.) • Assessment changes (use different assessments, change the bar for acceptable

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
		Direct Measures include: • Exams/Quizzes • Presentations • Papers • Portfolios • Exhibitions Indirect Measures include: • Self-reflections • Surveys • Interviews • Focus Groups			on basic sustainability principles, global United Nation goals that related directly to textile manufacturers and evaluated students' ability to critical think about solutions for the future.		replace the quiz with an activity that generates more analysis and application.	performance, etc.) • PLO changes (the outcome itself needs to be revised) • No change needed (collect data for an additional cycle) In the future, I would replace this assessment with the TEX 110 final project. This project is focused on a real-world industry issue and requires a student written report, research, activities throughout the semester and a final presentation. The final project model was initially implemented in fall of 2023 and fall of 2024. The TEX 110 final project is a new assessment change that

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
								provides students of all levels an opportunity to show success outside of standardized tests or quizzes.
2 DE, GE, MG, TE	Define career expectations and opportunities in the textile field.	TEX 110 Career Exploration Assignment Fall 2023: Instructor utilized career exploration assignments and semester project final paper	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: 98% Mean of Completers: 9 Range: 90-100 n: 9	This assignment provides students with the opportunity to explore various companies throughout the global textile supply chain, learn job qualifications and potential skills needed for various career pathways in the textile industry.	For future assignments, the title will change to “Industry Exploration” to accommodate adult learners and working learners enrolled in the course. Also, the content of the assignment may change to include questions that are catered to adult learners looking to understand different employers and markets within the industry.	Student performance data will be gathered in fall 2024 to compare to fall 2023 and evaluate the effectiveness of this assignment in achieving learning outcomes.	This assessment is still relevant for program learning outcomes however, the assignment name and some of the assignment questions now reflect “Industry Exploration Assignment” to account for traditional, apprentices and adult learners.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
3 DE	Identify stages of the fashion product development cycle.	TEX 121 Quiz 7	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: 72.5% Mean of Completers: 3 Range: 0-100 n: 4	This assignment Ensures students grasp fundamental aspects of the product development process, such as ideation, material selection, production planning, and market analysis	Future assignments will expand upon fundamental knowledge and encourage students to apply course content to real-world applications, challenge critical thinking and understand industry related skills	Additional data will be collected in Fall 2024 to support this learning outcome but the assignment will change to reflect the necessary fundamental knowledge, real-world applications and more.	All students did not finish assignment. This assignment did not effectively showcase students' ability to apply course content related to product development in the textile industry. Future assignments will go beyond merely reinforcing basic terminology to foster deeper application and understanding
3 GE	Explain the critical stages in the various sections of the textile and apparel supply chain.	TEX 113 Product Development Project Changed to new Assignment in Fall 2023 Final Project	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023.	This project was completed independently and required students to research relevant information about functional	Only one student completed the original project, which was based on online research and included a written paper accompanied by a slide deck. In contrast, the Spring 2024	Student performance data will be gathered in Spring 2025 to compare to Spring 2023 and evaluate the effectiveness of this assignment in achieving learning outcomes.	This final project provided students with the opportunity to mimic steps in the textile supply chain by producing their own fabric from fiber, yarn and quality testing. This project will be

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Fall 2023 Mean: 50 Mean of Completers: 1 Range: 0-100 n: 2	fabrics produced from different yarn components.	project featured a hands-on approach, giving students the opportunity to create small yarn and fabric samples, fostering practical application and engagement		expanded upon in Fall 2024.
3 MG	Apply fundamental business management skills	TEX 119 Module 9 Concepts and Terminology Quiz	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: 76.7% Mean of Completers: 3 Range:50-90 n:3	This assignment helps students achieve a solid foundation of key terms and concepts. This foundational knowledge is essential for analyzing supply chain processes, understanding industry-specific	While this assignment successfully tests the student's knowledge of management principles, some of the content on the quiz can be updated in the future to help students with application and correlation to real-world problems.	Student performance data will be gathered in fall 2024 to compare to fall 2023 and evaluate the effectiveness of this assignment in achieving learning outcomes.	Future assignments will be updated to help students reinforce key concepts. Assignments could include: Case Study Assessment surrounding textile innovative entrepreneurs

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					practices, and effectively identifying basic management skills in the textile supply chain.			
3 TE	Demonstrate use of textile manufacturing equipment	TEX 113 Test 1 and 2 Shirley Analyzer Report	On average, students will earn at least 80% or higher on this artifact.	The program began in Fall 2022. During the year, the outcomes were created with measurement beginning in Fall 2023. Fall 2023 Mean: 87.5% Mean of Completers: 2 Range: 85-90 n: 2	The Shirley Analyzer Lab and Report provided students with the opportunity to shadow Lead Lab Technicians and to run fiber samples on standard industry equipment to generate quality data and better understand yarn processing	Test 1 and 2 from Spring 2023, were changed to a lab assignment and report in Spring 2024 to overcome the lack of application and provide students with real-world application with the use of equipment used across the textile industry	Instead of relying solely on standardized tests for assessment, Spring 2024 introduced hands-on activities and application-based studies in the Textile Technology Center lab. This approach allowed students to engage more actively and evaluate their understanding through real-world applications.	With the addition of new small-scale laboratory equipment, the implementation of hands on lab reports will be added to help students understand the various types of equipment for staple fiber, polymers and yarn.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
					set-up procedures.			
			On average, students will earn at least __% on this assessment. OR On average, students will earn at least __ out of __on this assessment.	Summer 2019 Mean: Mean of Completers: Range: n: Fall 2019 Mean: Mean of Completers: Range: n: Spring 2020 Mean: Mean of Completers: Range: n:				

Program Learning Outcomes – D50420 Welding Technology

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
1	Graduates will demonstrate an ability to safely inspect, test, install, repair and replace oxyfuel welding/cutting equipment. Oxyfuel cutting	Direct Measures Identify components Assemble components Light, setup and shutdown Quizzes WLD-111	Direct On average, students will earn at least 90% on this artifact.	Fall 2022 Mean: 93.00-95.00% Mean of Completers: 100% Range: 60-100 Spring 2023 Mean: 85.00-91.00% Mean of Completers: 100% Range: 60-100 Summer 2023 Mean 98.00% Mean of Completers: 100% Range: 60-100 Fall 2023	Students work with hands-on cutting rigs and various cutting processes from introductory to mastery in order to achieve and demonstrate proficiency in various cutting processes related to the welding and fabrication industry.	More complex, hands-on projects for students.	Updated existing equipment to meet industry standards so students are now able to train on the actual apparatus equal to what they will use while working in the field.	Since the oxyfuel process is used in every WLD section, equipment is in continual need of maintenance and replacement and expansion.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Mean: 91.87% Mean of Completers: 91.87% Range: 65-100 Spring 2024 Mean: 94.81% Mean of Completers: 94.81% Range: 85-100				
2	Graduates will be able to demonstrate cutting both ferrous and non-ferrous metals utilizing flame, plasma, and mechanical means.	Direct Measures Oxyfuel cutting torch Manual plasma cutting CNC Plasma cutting Shears Saws Quizzes WLD-110	Direct On average, students will earn at least 70% on this artifact.	Fall 2022 Mean: 100 % Mean of Completers: 100% Range: 60-100 Spring 2023 Mean: 100% Mean of Completers: 100% Range: 60-100	The students have more available hands-on, new equipment in the labs. Students are receiving the course objectives and excelling. Students are learning	Investigate changing percentage of success for measurement since these results are high. Need to update and maintain equipment to industry standard	Lab assignments have been updated and reevaluated because of new equipment (CNC Plasma Cutter). Since 2017 there have been more positive results for student objectives being met. Basic mechanical processes are being mastered, such as hand	Chair has been working with Grants Director for expansion grant submission. Equipment is updated; continue to update assessment to meet course objectives.

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Summer 2023 Mean: 100% Mean of Completers: 100% Range: 60-100 Fall 2023 Mean: 97.29% Mean of Completers: 97.29% Range: 60-100 Spring 2024 Mean: 93.76% Mean of Completers: 93.76% Range: 60-100 Summer 2024 Mean: 96.05%	that cutting processes are not just destructive or constructive but are also used to repair welds and broken equipment.		shears, hack saws, and hand files.	

PLO#	Expected Program Learning Outcome Description	Assessment Means	Success Criteria	Assessment Analysis			Impact of Changes from Previous Cycle	Actions to be Implemented
				Results	Strengths	Areas for Improvement		
				Mean of Completers: 96.05% Range: 60-100				
3	Graduates will demonstrate the ability to pass the guided bend test in all positions per AWS standards.	Direct Measures Obtain Test Specimens Perform Open root groove Weld Prepare specimen by grinding and polish specimen AWS Standards WLD-115	Direct Pass/Fail Cumulative total of discontinuities shall not exceed 1/8" per AWS standards.	Fall 2022 Mean: No trackable data Summer 2024 Mean: 92.41% Mean of Completers: 92.41% Range: 85-100	Students are exposed to the high expectations required by industry through mock testing in the labs. Students realize that their welding education is a means to an end. Their skill set is producing a product that is held to a stringent and uncompromising standard.	We need to update TIG machines in one of the labs to mimic industry thicknesses of material.	Using media (YouTube, Facebook) allows instructor and student to be exposed to other techniques, procedures, and methods. Purchased thicker stock to emulate industry tests.	Investigate AWS certifications for facility needs. Work towards more complex, hands-on projects.