

Performance Measure	Description	Standard	Gaston College
Progress of Basic Skills Students	A composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.	75%	90% - Met
Passing Rates on Licensure and Certification Exams	The percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession.	80% aggregate No exam with pass rate less than 70%	88% - Met All exams met the performance measure
Performance of College Transfer Students	The percentage of associate degree recipients and the students who transferred with 24 or more semester hours at a community colleges who had a GPA of 2.0 or higher after two semesters at a university.	83%	84.7% - Met
Passing Rates in Developmental Courses	The percentage of students who complete developmental English, mathematics, or reading courses with a grade of "C" or better.	78%	83% - Met
Success Rate of Developmental Students in Subsequent College-Level Courses	The percentage of students who take developmental courses and pass the subsequent college-level courses.	80%	90% - Met
Satisfaction of Program Completers and Non-Completers	The proportion of graduates and early-leavers who are satisfied with the College's programs and services.	90%	95% - Met
Curriculum Student Retention, Graduation and Transfer	A composite indicator of students who complete a program or who continue enrollment elsewhere.	65%	67% - Met
Client Satisfaction with Customized Training	Percentage of individuals who have received Small Business Center services from a community college indicating that their expectations have been met.	90%	97% - Met

#### Notification of Nondiscrimination

Gaston College is committed to affirmative action and equal opportunity in employment and educational programs and activities and does not discriminate against current or potential employees or students on the basis of race, color, religion, sex, national origin, age, or disability. Gaston College supports protections under all applicable state and federal laws including but not limited to the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008. Inquiries should be directed to the Director of Human Resources (Employees) or Director of Counseling (Students), 201 Highway 321 South, Dallas, NC 28034 or call 704.922.6200.

#### Right to Change

The Gaston College Board of Trustees and/or Administration of Gaston College reserves the right to change at any time, and without notice, graduation requirements, fees and other charges, curriculums, course structure and content, and other such matters as may be within its control, notwithstanding any information set forth in this catalog. Gaston College reserves the right to cancel classes due to insufficient enrollment. Course offerings approved after publication of this catalog are described in class schedules, which are issued each semester. 2012-2013 tuition rates subject to change pending legislative action and approval.

# 2012 2013 Academic Catalog 2 Study

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**International Conference on Digital Libraries (ICDL) 2013** Shantanu Ganguly, P. K. Bhattacharya, 2013-11-29 ICIDL conferences are recognized on one of the most important platforms in the world where noted experts share their experiences. Many DL experts have contributed thought-provoking papers in ICIDL 2013. These important papers are reviewed and conceptualized into ICIDL on different areas of DL proceedings. The Proceedings have two volumes and has over 1100 pages.

Distance Education Michael Simonson, 2016-09-07 Distance Learning journal is a leading source for practical applications of distance education globally. The 2nd edition of Distance Education: Statewide, Institutional, and International Applications of Distance Education compiles readings from the journal written by practitioners for practitioners. **Distance Learning**

Michael Simonson, Charles Schlosser, 2015-07-01 Distance Learning is for leaders, practitioners, and decision makers in the fields of distance learning, e-learning, telecommunications, and related areas. It is a professional journal with applicable information for those involved with providing instruction to all kinds of learners of all ages using telecommunications technologies of all types. Stories are written by practitioners for practitioners with the intent of providing usable information and ideas. Articles are accepted from authors new and experienced with interesting and important information about the effective practice of distance teaching and learning. Distance Learning is published quarterly. Each issue includes eight to ten articles and three to four columns, including the highly regarded "And Finally" column covering recent important issues in the field and written by Distance Learning editor Michael Simonson. Articles are written by practitioners from various countries and locations nationally and internationally. Distance Learning is an official publication of the United States Distance Learning Association and is co-sponsored by the Fischler School of Education at Nova Southeastern University and Information Age Publishing. **"Code of Massachusetts regulations, 2012"**, 2012 Archival snapshot of entire looseleaf

Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020. Five Dimensions of Quality Linda Suskie, 2014-08-22 Meet calls for increased quality and understand accreditation expectations. Author Linda Suskie is internationally recognized for her work in higher education assessment and she is a former vice president of a major regional accreditor. In Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability in Higher Education, she provides a simple, straightforward model for understanding and meeting the calls for increased quality in higher education ever present in today's culture. Whether your institution is seeking accreditation or not, the five dimensions she outlines will help you to identify ways to improve institutional quality and demonstrate that quality to constituents. For those wading through the accreditation process, which has become more difficult in recent years due to increasing regulation and pressure for greater accountability, Suskie offers expert guidance on understanding the underlying principles of the expectations of accrediting bodies. Using the model presented here, which is much easier to understand than the sometimes complex resources provided by individual accrediting bodies, American colleges and universities can

understand what they need to do to earn and maintain their regional accreditation as well as improve overall institutional quality for their students You ll be able to Identify ways to improve institutional quality Demonstrate the quality of your institution to internal and external constituents Avoid wasting time and energy on misguided institutional processes to comply with accreditation requirements By focusing on why colleges and universities should take particular actions rather than only on what those actions should be Five Dimensions of Quality gives them the knowledge and strategies to prepare for a successful review It is an ideal resource for leaders accreditation committee members and everyone on campus *General Catalog* University of Missouri,1912 *University Catalog Issue ...* Lehigh University,1924 **Study Abroad**

**Opportunities for Community College Students and Strategies for Global Learning** Malveaux, Gregory F.,Raby, Rosalind Latiner,2019-01-11 Community colleges serve more students than any other institutional type in the United States and internationalization is an inherent component of community colleges that advances student knowledge facilitates student success and serves the needs of local communities As most community college students do not enroll in four year institutions their only opportunity for international experience is while they are in community college Study Abroad Opportunities for Community College Students and Strategies for Global Learning provides innovative insights into international study and education abroad through community colleges while discussing the value of adding study abroad programs to two year institutions This publication examines community colleges contributions in a local society study abroad opportunities peacebuilding international education and risk management Designed for administrative professionals community college leaders educators academicians and researchers this 2020 CIES Study Abroad and International Students SIG Best Book in Higher Education second place winner covers topics centered on study abroad programs at diverse community colleges

How to Grade for Learning Ken O'Connor,2017-10-04 Implement standards based grading practices that help students succeed Classroom assessment and grading should help students grow and develop to their full potential but meshing traditional grading practices with students achievement on standards has been difficult and daunting Making real and lasting changes to grading practices requires both knowledge and willpower This 4th edition of the best selling How to Grade for Learning provides eight guidelines for good grading offers recommendations for practical applications and gives solid suggestions for implementing more effective grading practices Ken O Connor presents the latest research on motivation mindset learning styles and beliefs about fairness to inform this new edition which includes Both the why s and the how to s of implementing standards based grading practices 48 educator contributions from nationally and internationally known educators authors and consultants that provide ideas and testimonials for effective assessment practices Sections on hot button issues such as academic dishonesty extra credit bonus points and homework Additional information on utilizing levels of proficiency and eliminating the use of percentages and averaging Reflective exercises and numerous tools including rubrics sample letters and case studies Techniques for managing grading more efficiently An invaluable resource for helping

teachers assign grades that are accurate consistent meaningful and supportive of learning this book also makes an ideal staff development resource

*Catalog* University of Colorado Boulder,2001    Official Florida Statutes Florida,2012    *Critical and Equity-Oriented Pedagogical Innovations in Sustainable Food Systems Education* Will Valley,Selena Ahmed,Julie Grossman,Nicholas R. Jordan,David Meek,Nils McCune,Damian Parr,2023-05-08    *Journal of the Senate, State of Florida* Florida. Legislature. Senate,2014    New England Journal of Education ,1912    Wildlife Research Report ,2013    The United States Catalog Mary Burnham,Carol Hurd,1928    *Catalog* Sears, Roebuck and Company,1968    **The United States Catalog** Eleanor E. Hawkins,1921    **Catalog of Copyright Entries** Library of Congress. Copyright Office,1912    **Chemical Engineering Catalog** ,1918

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