A. Gaston College defines "institutional effectiveness" in terms of two principle measures: student success in reaching an educational goal; and college progress in meeting its official Statement of Purpose through educational programs and services. The planning and evaluation procedures developed at Gaston College are integrated steps designed to constantly track college operations, identify major institutional needs, assign tasks, monitor progress, and assess outcomes. Together, these procedures constitute the College's Planning, Assessment, and Budgeting Model for campus-wide institutional effectiveness.

B. Since the primary focus of Gaston College's efforts is to provide quality education and training for students, the Planning, Assessment, and Budgeting Model is used as a convenient way to schematically represent the complex inter-relationship between campus management, educational programs, support services, and student progress. Within this context, there are seven primary areas of activity involved in the identification of priority needs, the development of appropriate strategies, and the measurement of outcomes. These areas are:

1. Perpetual planning at all levels of the College

2. An official Statement of Purpose which serves as a guide to define tasks

3. Assessment of key operations in all administrative units and especially for Student Services, Research, and Learning Resources

4. Assessment of outcomes

5. Monitoring of assigned projects by the President's Executive Council

6. Constant feedback of data and information for additional planning

7. Annual budgeting procedures based upon identified educational needs