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SPIRIT_2014

College Goals Report

Edit Goal	Strategic Goal	Strategic Objective	Desired Results	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement
	1.Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	1.1:Access: Students will have access to a quality education.	1300 FTE	FTE - KMS Report - Scorecard	1111 FTE in FY 2014 - reported on College Snapshot Analysis: FTE and enrollment has declined each year since FY 2012. Research showed this is not just an STC problem, but a TCSG, BOR, and SREB institutional problem. Changes in FTE in SREB states declined in all but 2 states: Louisiana and Maryland. Research also revealed their increases resulted in legislative funding. These two states also topped the list where changes in state student financial aid funding increased 16.6% and 10% respectively.	The STC Executive Council and the Local Board were presented research statistics showing area demographics, median earnings from no HS diploma or GED up to professional certificates, as well as FTE and enrollment trends in order to provide them with an overview of issues facing our technical college. Functioning in a college advisory capacity, the Local Board identified 3 initiatives to work on for the upcoming year to help the college. 1. Enrollment Committee This committee will research ways to improve and maintain enrollment and FTE. 2. Industry Partnership Committee 3. Disconnect Practice & Theory /Committee
	1.Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	1.1:Access: Students will have access to a quality education.	200 High School Enrollment	KMS Report DC 204	186 High School Enrollment - DC 198 Scorecard 9/29/2014	The Local Board Enrollment Committee and the Disconnect Practice & Theory Committee which include STC administrators and Board of Directors included high school enrollment issues in the scope of their research efforts.
	1.Student Success- Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	1.4:Completion: STC will ensure that students graduate from their educational program in a timely manner.	66% Graduation Rate CCG Degree Production Goal of 552	KMS Graduation Report DC110, DC261 Performance Goals & Benchmarks - Scorecard	70.4% graduation rate 556 - CCG Degree Production - exceeded goal by only 4 Analysis: Exceeded graduation rate goal by 4.4% Exceeded CCG production by only 4	STC will participate in the Georgia Governor Deal's Go Back, Move Ahead program as part of the CCG initiative, which strives to make it easier for older, non-traditional students to return to college and finish the program they had formerly started.
	2:Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.	2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	66% Retention Rate	KMS Report DC200	69.7% Retention Rate -DC 198 Scorecard - 9/29/2014 Analysis: Exceeded Retention rate goal by 3.7%	Exceeded Retention rate goal for AY 2014 by 3.7% Implemented Learning Support Redesign A Student Success Coordinator/Student Navigator was hired August 2013. This person will be responsible for coordinating and conducting focused academic advising and student support services to help students persist in their programs of study. The Student Navigator will gather statistical information and develop strategies to retain students. She will provide information on targeted career and educational pathways; monitor student attendance, performance, and academic progress; coordinate, track, report and use retention data research and analysis, using Banner, KMS and other resources, to identify obstacles to student achievement and retention. Changed admissions policy for Health Science programs. Students must complete certificate program as a prerequisite to being accepted into a medical program. Implemented QEP - ALMA 1000. TC will implement a program that will be used system wide called TEAMS-TCSG Early Alert Management System. This includes the following modules: User Management, Dashboard, Alert Details (student transcript and alert information), Submit an Alert, Communications (email and comments), Interventions, College Administration functions, TCSG Administration functions, and reporting. We are currently updating our Community Resources guide to include information such as child care centers, churches, civic organizations, health services, housing, social services and community organizations, substance

						<p>abuse and transportation.</p> <p>The Student Affairs Retention Coordinator/Student Navigator is working with our school Foundation contact to help students in need of emergency assistance. Some examples include needing books, tuition or help with transportation to stay in school. We are tracking all students in a medical program. The students are monitored on a term basis and grades and progress are examined to identify any areas that may have high failure rates.</p> <p>We developed a D,W,F report that is sent out after the previous term grades have posted. It is sent to instructors that have a 30% unsatisfactory completion or higher. It asks instructors to explain where each student failed and if there was something that could have been done to help the student. It also asks for feedback to make changes in the course to help other students complete it successfully. It helps us to monitor on a term basis any specific areas that result in high failure or withdrawal rates. This report is done for all classes that fall into the unsatisfactory completion rate. This includes the five TCSG identified block scheduling programs.</p>
2.Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in todays competitive global environment.	2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	100% pass General Education Competency Assessments on 1st attempt	Gen Ed Assessment Report	<p>Compass E-Write - 98% passed on 1st attempt 1% passed on 2nd attempt, 1% not passed yet.</p> <p>General Education Computer Competency Exam - 100% passed on 1st attempt overall.</p> <p>Work Keys Applied Mathematics Exam - 97% passed on 1st attempt, 3% not passed yet.</p> <p>Work Keys Locating Information Exam - 99% passed on 1st attempt, 1% not passed yet.</p> <p>Work Keys Reading Exam - 100% passed on 1st attempt overall..</p> <p>General Education Writing Competency Exam - 89% passed on 1st attempt, 4% passed on 2nd attempt, and 7% not passed yet.</p> <p>Analysis</p> <p>STC did not meet the 100% goal on the first attempt for each of the competencies for AY 2014. Writing skills appear to be the weakest of the assessed college level competencies in AY 2014.</p> <p>Rubrics used in grading this exam should be examined to pinpoint specific areas for future instruction to concentrate on more...</p> <p>In addition, the increased cost of the Work Keys assessments has led us to the point that we must explore other assessment means.</p>	<p>The search for a new Gen ed competency assessment process will be conducted in AY 2015.</p>	
2.Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in todays competitive global environment.	2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	88.2% average score on Program Exit Exams	Program Exit Exam Score Report	<p>AY 2014 STC - overall - average score 89.54</p> <p>Program Level Capstone Exam Results AY 2014</p> <p>Accounting 82.29 Air Conditioning Technology 94.57 Automotive Technology 86.00 Business Administrative Technology 94.50 Business Management 91.13 Clinical Laboratory Technology 89.13 Commercial Truck Driving 90.33 Computer Information Systems 94.42 Cosmetology 77.80 Criminal Justice Technology 80.97 Dental Hygiene 87.75 Early Childhood Care and Education 86.11 Electrical Systems Technology 89.15 Electronics Technology 86.33 EMT and Paramedicine Tech 81.08 Fish and Wildlife Management 85.60 Forest Technology 92.80 Marketing Management 75.00 Medical Assisting 78.11 Nurse Aide 92.38 Pharmacy Tech 91.10 Phlebotomy Specialization 91.67 Practical Nursing (PN12) 94.82 Radiologic Technology 90.69 Surgical Technology 81.25 Welding and Joining Technology 89.04 STC overall Total Average Score 89.52</p> <p>Analysis</p> <p>Southeastern Technical College exceeded its goal of 88.2 for the year by only 1.32 points; therefore, there is still room for improvement. The results indicate that the programs with average scores below 80 for the academic year 2014 were: Cosmetology, Marketing Management, and Medical Assisting. After discussion with the Medical Assisting faculty, it was determined that scores from the MA exam are not on a 100 point scale. The scores are converted to scale by the MA faculty to provide the college with an overall average. Although the 78.11 average score falls to meet the desired benchmark, the actual passing score on the certification exam is 62.5; therefore 100% of the students taking the certification passed it. Another look at the score conversion may be needed to ensure the 62.5 passing score is equivalent to the 70 passing score is for other programs.</p>	<p>The semester average score results were disseminated to the faculty for review and analysis after each term as well as for the entire academic year. Program faculty analyzed the program average scores and the tools being used for the exit exam assessment. Results of their findings/determinations are included in their program plans for the year.</p> <p>Medical Assisting faculty met with the Math instructor who is constructing a scaling score so that the passing 62.5 score is equivalent to the passing 70 score like other programs.</p>	
2.Quality Education- Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in todays competitive global environment.	2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	12% ALMA Capstone 88.2 avg score on Program Exit Exams for Health Science Programs	QEP Assessment Results - QEP Tracking System	<p>ALMA Capstone Exam results for 2014 - 25% of questions missed</p> <p>Analysis:</p> <p>Although the ALMA capstone benchmark was not met, we realize the projected benchmark was set from a very small pilot group. We may need to estimate new benchmarks for the remainder of the QEP. Also, the pre-test percentage was 30%, the post-test was 14% which is quite an improvement for the ALMA course. To have the ALMA Capstone at 25% is not what we wanted for the first year. We had anticipated the most improvement would be during the course so we expected the greatest improvement to be on the post test.</p> <p>In addition, we discovered a glitch in the database close to the end of the year which prevented us from capturing all the data. Since the issue has now been resolved, the data should give us a much better picture next year.</p> <p>In AY 2014, SLO 1 - 31%; SLO2 - 27%; and LSO 3 17% for an overall average of only 25% of questions missed.</p>	<p>Discovered a glitch in the database and resolved the issue close to the end of the year.</p> <p>Projected ALMA benchmarks will be reviewed and scrutinized to determine any needed changes.</p> <p>The Medical Assisting capstone exam scores are being converted to scale scores with the assistance of the STC math department.</p>	

					<p>Allied Health Programs Capstone/Exit Exam average score 87.8</p> <p>Clinical Lab - 89.13 Dental Hygiene - 87.75 EMT/Par - 81.08 Medical Assisting - 78.11 Nurse Aide - 92.33 Pharmacy - 91.10 Phlebotomy specialization - 91.67 PN - 94.82 Radiologic Tech - 90.69 Surgical Tech - 81.25</p> <p>Analysis: Research revealed the Medical Assisting scores were not scaled scores; therefore, the program average is actually much better than it appears in this year's results.</p> <p>Program Capstone/Exit Exams - College-wide average - 89.51</p>	
	<p>2-Quality Education-Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in today's competitive global environment.</p>	<p>2.2-Adult Education: Prepare students to successfully complete the GED (General Educational Development) test with the goal to achieve a higher education credential or enter the workforce in meaningful employment.</p>	<p>1500 Adult Ed NRS Enrollment</p> <p>2a) ABE1 Beginning Literacy - 45%</p> <p>2b) ABE2 Beginning - 45%</p> <p>2c) ABE3 Low Intermediate - 47%</p> <p>2d) ABE4 High Intermediate - 39%</p> <p>2e) ASE1 Low -41%</p> <p>2f) ESL1 Beginning Literacy - 40%</p> <p>2g) ESL2 Low Beginning - 46%</p> <p>2h) ESL3 High Beginning - 50%</p> <p>2i) ESL4 Low Intermediate - 48%</p> <p>2j) ESL5 High Intermediate - 40%</p> <p>2k) ESL6 Advanced - 30%</p> <p>67% Adult Ed - Obtained a HS Diploma/GED</p> <p>450 GEDs</p> <p>25% Adult Ed Entered Postsecondary Ed</p> <p>26% Adult Ed Entered Employment</p>	<p>TCSG Performance Scorecard</p>	<p>1297 Adult Ed NRS Enrollment</p> <p>Analysis: Enrollment was down 213 from the set goal of 1500.</p> <p>2a) ABE1 Beginning Literacy - 49.1%</p> <p>2b) ABE2 Beginning - 49.2%</p> <p>2c) ABE3 Low Intermediate - 47.2%</p> <p>2d) ABE4 High Intermediate - 47%</p> <p>2e) ASE1 Low -41.5%</p> <p>2f) ESL1 Beginning Literacy - %</p> <p>2g) ESL2 Low Beginning - 100%</p> <p>2h) ESL3 High Beginning - %</p> <p>2i) ESL4 Low Intermediate - %</p> <p>2j) ESL5 High Intermediate - %</p> <p>2k) ESL6 Advanced - %</p> <p>Total ABE/ASE/ESL 47.7%</p> <p>Analysis: All NRS Core percentages were exceeded between 1-4%; 100% of our ESL level2 students completed.</p> <p>84% passed GED - Adult Ed - Obtained a HS Diploma/GED</p> <p>Analysis: 17% increase over the NRS federal goal mandate Adult Ed is working toward make testing scholarships available for our students in greatest need of financial help to test.</p> <p>472 GEDs</p> <p>Analysis: Exceeded goal of 450, but this number is down 70 GEDs or 15% from, 2013</p> <p>30.1% Adult Ed Entered Postsecondary Ed</p> <p>Analysis: Up 5% over 2013 A part time adult education transition coordinator has been assigned to work with student who set a goal of entering postsecondary after completing their GED.</p> <p>35.2% Adult Ed Entered Employment</p> <p>Analysis: 9% increase over the NRS mandate Adult Ed staff worked with students who identified a work goal upon completion of the adult education program to take the work ready test.</p>	<p>An Adult Ed recruitment/retention plan was implemented for 2015.</p> <p>AED Instructional staff set target ranges by semester to post-test students with 40 hours. All instructors are to have a minimum of 20% of their students post-tested at the end of each semester.</p> <p>Adult Ed is working toward make testing scholarships available for our students in greatest need of financial help to test.</p> <p>A part time adult education transition coordinator has been assigned to work with students who set a goal of entering postsecondary after completing their GED.</p> <p>Adult Ed staff worked with students who identified a work goal upon completion of the adult education program to take the work ready test.</p>
	<p>3-Resources-Ensure STC has the resources needed to support learning excellence.</p>	<p>3.1-Financial: STC will develop sustainable funding methods.</p>	<p>\$160,000.00 Funds Raised - Foundation & Grants</p> <p>%=> TCSG System Change in Funds Raised by College</p> <p>No Audit Findings</p> <p>%<=College Peer Group Change</p>	<p>Institutional Advancement - Foundation Report</p> <p>TCSG Scorecard</p> <p>Audit Report</p> <p>Increased Efficiency/Decrease in Cost per FTE - TCSG Scorecard</p>	<p>Funds Raised - Foundation & Grants</p> <p>\$207, 124.00 were received in FY 2014 by the STC Foundation, Inc.</p> <p>Analysis: Exceeded benchmark by 29.45%; however, it should be noted that we did not have the final amount of funds raised when we set the benchmark at \$160,000.</p> <p>TCSG System Change in Funds Raised by College</p> <p>FY 2013 \$124,085.00 FY 2014 \$204,124.00 = difference of \$83,039.00 which is a 66.9% changed</p>	<p>Funds Raised - Foundation & Grants</p> <p>Two major initiatives should allow STCF to continue to see an increase in FY 2015: The launch of a new annual campaign which overlaps FY 2014 and FY 2015 (the Foundation runs on a calendar year) and the search to secure a donor to fund a new Physical Therapy program Director.</p> <p>66.9% increase in Change of Funds Raised by the College</p>
	<p>4-Community and Workforce Development-Ensure that community workforce needs are met through STCs educational programs and economic development efforts.</p>	<p>4.1-Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.</p>	<p>83% Job Placement</p>	<p>KMS DC#108 & 112 Placement Rate</p> <p>KMS DC#165 - unduplicated placement rate</p>	<p>DC #108 & 112 Unduplicated Graduates & Placement Rate - Reporting year AY 2014 based on AY 2013 Graduates -97.7% Total placement and 83.1% Placed in Field</p> <p>Analysis: A review of the graduate/job placement data indicates a continued strong need for technical college graduates. 97% of all graduates obtained employment and 83% of those graduates obtained a job in the field of study. Three of our 8 counties in our service area remain in the top 25 counties in the state of Georgia in terms of percentage of population unemployed, so these statistics signify that technical education is still a path to employment in our area. Graduate/job placement data is disaggregated by degree, diploma, and/or certificate, by campus and reviewed to determine any trends or concerns. Of the 710 graduates, only 60 were employed in a field unrelated to their program of study. These 60 students are counseled and offered assistance in obtaining other employment, but in many situations, students have gone back to school for a personal goal and are not seeking other employment. The data indicates that there is a strong correlation between our current credit offerings and the needs of our local workforce.</p> <p>KMS DC#165 -</p>	<p>Graduates employed in fields unrelated to their program of study were counseled and offered assistance in obtaining other employment.</p>
	<p>4-Community and Workforce Development-Ensure that community workforce needs are met through STCs educational programs and economic development efforts.</p>	<p>4.1-Workforce Development: STC will meet local community workforce needs through existing credit programs and by expanding/discontinuing credit program offerings to match workforce needs.</p>	<p>65 Customized Contract Companies served</p> <p>38,000 Customized Contract Trainee Contact Hours</p>	<p>Customized Contract Training Reports</p>	<p>65 Customized Contract Companies served in 2014 - exceeded goal by 20</p> <p>41,715 Customized Contract Trainee Contact Hours - exceeded goal by 3,715</p> <p>Analysis: Customized training and services were provided for a total 15,494 individuals during the year. Assisted 62 small businesses. Just short of goal.</p>	<p>Division will continue to market customized training services to business and industry. We will also closely monitor need to modify or add new services.</p>
	<p>4-Community and Workforce Development-Ensure that community workforce needs are met</p>	<p>4.1-Workforce Development: STC will meet local community workforce needs through existing credit</p>	<p>1 Skilled program Implemented - Associate of Science in Nursing</p>	<p>Program start up - enrollment</p>	<p>During pre-registration held Summer Semester 2014/16 - 31 students enrolled in the Associate of Science in Nursing program to take their occupational (RNSG) courses beginning Fall 2015/12</p>	<p>With the ASN now implemented, plans are being developed to offer the Physical Therapy Assistant</p>

	<p>through STCs educational programs and economic development efforts.</p>	<p>programs and by expanding/discontinuing credit program offerings to match workforce needs.</p>				<p>degree on the Swainsboro Campus.</p>
	<p><u>4. Community and Workforce Development</u>- Ensure that community workforce needs are met through STCs educational programs and economic development efforts.</p>	<p>4.2. Economic Development: STC will provide excellence in economic development programs and community services to support existing business/industry and to attract new business/industry to the region.</p>	<p>3125 #served through Continuing Education</p> <hr/> <p>126 Continuing Education courses offered</p>	<p>Continuing Education Reports</p>	<p># Served - 2323 Continuing education classes and services were provided for a total of 2323 people during the year.</p> <p>Analysis: Although this number represents a decrease from the previous year, this is still considered good during the economic slump time when people just don't have extra funds for continuing education.</p> <hr/> <p># continuing ed course offered - 125</p> <p>Analysis: Only 1 short of our goal. Plan to do additional marketing with a new slate of courses in the future.</p>	<p>Additional marketing and a slate of new courses for next year are the main strategies to increase participation in continuing education programs.</p>