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SPIRIT_2015

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.	1200 FTE	KMS Performance Goals & Benchmarks - Scorecard	1146 FTE Analysis: Although the goal was not met, the FTE was 35 more than the previous year. STC recorded the largest FTE increase of any technical college for Fall 2014. Only two technical colleges experienced an enrollment increase for Fall 2014 and Spring 2015 and STC was one of those.	Enrollment was a focus with email blitzes from the president promoting enrollment numbers. The enrollment chart on the Intranet was updated to reflect actual enrollment by location.
	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.	225 High School Enrollment	KMS Report DC 204 KMS Performance Goals & Benchmarks - Scorecard	296 High School enrollment Analysis: A review of data indicates that high school enrollment increased from 186 in Academic Year 2014 to 296 in Academic Year 2015. This 59% increase is due in part to increased recruitment activities associated with our High School Initiatives program.	The results indicate that programs for high school students can be successful if the instructor is prepared and willing to work with high school students. The data indicates the need to continue recruitment for this program and continue to help high schools and parents understand the benefits of participating in dual enrollment/ACCEL programs.
	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.	60% Graduation Rate Complete College Georgia Degree Production Goal of 577	KMS Graduation Report DC110, DC261 KMS Performance Goals & Benchmarks - Scorecard CCG Reports ATD Reports	75.3% graduation rate 505 CCG Graduates Analysis: Exceeded desired graduation rate, but did not meet Complete College Georgia goal. The CCG committee reviewed data of the CCA Report for Outcome Metric 1: Degree Production. In comparison with all graduates, Associate Degree students had the greatest percent increase of any category. The next highest average increase was for the Certificate/Diploma level (at least 1 but less than 2 year) at 22.7%. However at the Certificate/Diploma level (at least 2 but less than 4 years) was significantly lower with a 52.9% decrease in degrees earned. Further review of the data revealed that the discipline with the lowest percentage of increase in Graduates was the Education area. The committee confirmed the root causes of the decrease of graduates in this area is based on issues discussed on Student Withdrawal surveys. They suggest that some of the primary causes of student withdrawal from school is due to personal and family reasons. Many of the students in the education discipline are female. Further analysis of information gathered from students who were referred through the Early Alert System, confirmed that the root causes for failure to retain students could be attributed to lack of family support, limited knowledge of community resources such as childcare, healthcare services; lack of community resources such as public transportation; and limited financial resources and lack of adequate transportation. Most of our students must work to provide for their families and may find it difficult to juggle the pursuit of an education along with working a full time job. These barriers play a huge role in a students ability to remain in school through completion of their program. Our Southeastern Technical College Foundation annually gives out over \$20,000 in local scholarships and has provided over \$6000 in emergency assistance to help keep our students from dropping out of school. We also have a lending library that allows students to borrow some books instead of having to purchase them. Using KMS Report #DC293, Degree Production Goal Tracker, the College monitors progress toward our annual goal while also reviewing graduates in each award area that is tracked by also monitoring #DC246, CCA Outcome Metric 1: Degree Production. If one of the award levels is determined to have a decrease, then KMS Reports #DC247 and #DC248 are used to research the decrease by discipline and majors. In addition, the Student Affairs Division also compiles separate reports on enrollment, retention, graduates, placement and licensure. These reports are distributed throughout the College on a regular basis. These reports are used to supplement the CCG reports as they provide more up-to-date and current data. Southeastern Technical College has exceeded its Complete College Georgia degree production goal for every year except 2012 and 2015. Even though we did not meet the goal in those years we are still 31 awards above our goal to date. It was discovered that one of the root causes of the low number of graduates in the certificate/diploma levels is the Colleges admission policy concerning health care students. Many of these students entered into the Health Care Assisting certificates while they were completing their general education core classes. After completing the required 7 classes and passing an aptitude test, they were accepted into the diploma level program. A change was made to require the Health Care Assisting students complete the certificate before they could be accepted into the Practical Nursing program in hopes that it would better prepare the students. After looking at the length of time it now took the students to complete the certificate and diploma programs and the number of students who ended up dropping out, a policy change will be implemented for Fall semester 2015 to no longer require the completion of the certificate.	Southwestern Technical College Foundation awarded over \$20,000 in local scholarships and provided over \$6000 in emergency assistance to help keep students from dropping out of school. STC Lending Library allowed students to borrow some books instead of having to purchase them. Beginning Fall 2015, completion of the Health Care Assisting TCC will no longer be required to be accepted into the Practical Nursing program.
	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.	60% Retention Rate ATD: >50% of the students enrolled in LS English will successfully complete within 2 semesters > 1/3 of the LS Students enrolled in Gateway Math and English will successfully complete. > 1/3 of the students enrolled in online Gateway courses will successfully complete.	KMS Report DC200 KMS Performance Goals & Benchmarks - Scorecard ATD Reports for Learning Support and Online Courses Exiters Report by Term for LS Grade Distribution Report	67.8% Retention Analysis: STC implemented the TEAMS program in accordance with the TCSG schedule and full implementation was delayed by a semester so that the college has not reached full implementation of this program. For AY 15, our retention rate dropped slightly to 68%, down from 70%. This is still a higher percentage average than the entire Technical College System, and higher than the national average. STC requires all degree, diploma and select certificate programs to take COLL 1040-College Foundations during their first semester. This course is designed to provide tools to assist students to acquire skills necessary to achieve academic and professional success in their chosen occupational/technical program of study. Topics include: Computer Applications/Technology Skills, Getting off to a Good Start, Learning and Personality Styles, Time and Money Management, Study and Test Taking Skills, Stress Management and Wellness, Communication Skills, and Career Exploration. The desired outcome is to better prepare the student to be success at the post-secondary level. Perkins data review and further analysis of information gathered from students who were referred through the Early Alert System, confirmed that the root causes for failure to retain students could be attributed to lack of family support, limited knowledge of community resources such as childcare, healthcare services; lack of community resources such as public transportation; and limited financial resources and lack of adequate transportation. In an attempt to help keep students in class, the Student Navigator was contacting all students who were not attending or dropped the College Survival Skills class or a Learning Support class. The hope was to get them back in class so they could persist toward their credential. It took a tremendous amount of time and most students were unable to be reached. After evaluating the effort after a semester, it was determined that the yield did not support the time required. One of the colleges main priorities is to increase student success in developmental classes in order to move students into gateway and program classes more quickly. MathXL is a major resource used specifically in developmental math classes, and though there has not been a huge increase in the number of exits in one semester, instructors perceive that students seem to be less stressed about math in general and Developmental Algebra in particular.	STC transitioned from in house Early Alert system to a more comprehensive system wide system. STC implemented the TEAMS program in accordance with the TCSG schedule and full implementation was delayed by a semester so that the college has not reached full implementation of this program. The slight drop in retention percentage may be due to factors external to the control of the college. However, in AY 16, the College will reach full implementation of TEAMS and hopefully this will assist in progression and retention. Administered the entrance exam to 10th graders in our service delivery area so they will know if there is an area that they need to remediate before leaving high school. The better prepared they are for post-secondary, the more likely they are to stay in school all the way to completion. Implemented mini semester format for numerous courses. The length of time for a mini semester is 7.5 weeks compared to a traditional 15 week semester. Faculty and students have embraced this change, and students are now able to complete their program curriculum quicker than in the past.

					<p>Students involved in Developmental Reading 0090 have been very successful with exit rates fluctuating from 66% to 90.7% during the last seven semesters. However, Developmental English still presents some challenges; exit rates have ranged from a low of 42% to a high of 73%. Faculty continue to evaluate the program at the end of each semester and report to the CCG committees and the administration. One challenge facing the English class involves a gap in the transfer of information from the developmental class to the gateway class. Faculty members are currently revisiting the requirements for this class in order to address this issue.</p>	<p>National and state program accrediting bodies have recommended a shorter curriculum for students; therefore, hours for many diploma and degree programs have been reduced in an attempt to help retain students so that they can successfully graduate.</p> <p>Students who score program ready persist at higher rates than students who have to complete Learning Support classes. In an attempt to better prepare our students before they take the Compass for admission to our school, we have set up study sessions to refresh the students in the areas of Reading, Writing and Numerical/Algebra skills. We also added preparation videos and sample questions in each Compass subject area to our school website. It is our hope that better preparing students for the Compass will prevent them from scoring into Learning Support and getting bogged down in those classes. The resource required for this step is instructors to teach the study sessions.</p> <p>In addition, a review of Perkins detail data resulted in changes to improve retention.</p>
					<p>Learning Support faculty utilized diagnostics, modularization, and integration of technology resources.</p> <p>Learning Support instructors not only interact with students during each class period but also tutor when needed. During this past semester, instructors held individual counseling sessions with students at midterm to discuss their progress. The exact impact of these sessions is still to be determined, but instructors feel that the students responded well to the sessions and that the sessions provided a way to make the students aware of their progress as well as hold them accountable.</p> <p>Some of the obstacles are students not working on their modules outside of class, and not having computer access while off campus. Our School recently completed the Community College Survey of Student Engagement (CCSSE). It showed that 49.6% of test takers did nothing to prepare for the colleges placement test. Some of the resources provided are tutors, computer labs and our school library is now opening on Saturdays. We also have added study sessions on campus and online videos to our website to better prepare the testers.</p>	
	<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.</p>	<p>2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>100% pass General Education Competency Assessments on 1st attempt</p>	<p>Gen Ed Assessment Report</p>	<p>Compass E-Write 97% Highest Possible Score: 08 Average Exam Score: 5.73</p> <p>General Education Computer Competency Exam 89% Highest Possible Score: 99 Average Exam Score: 79.35</p> <p>Work Keys Applied Mathematics Exam 99% Highest Possible Score: L7 Average Exam Score: 5.03</p> <p>Work Keys Locating Information Exam 99% Highest Possible Score: L6 Average Exam Score: 4.20</p> <p>Work Keys Reading Exam 100% Highest Possible Score: L7 Average Exam Score: 5.34</p> <p>General Education Writing Competency Exam 76% Highest Possible Score: 03 Average Exam Score: 1.83</p> <p>Analysis: Overall, students have been very successful on the General Education Competency Exams indicating that skills and competencies taught in the general education classes and utilized during program classes have served them well. As seen by the evidence provided, the Work Keys Reading, Locating Information, and Applied Mathematics Exams have been the most successful and show the highest competency rates for graduating students indicating that students have achieved and retained these General Education Competencies. With a success rate of 97%, diploma students performed well on the Compass E-Write exam while degree students, with a success rate of 76%, struggled with the Competency Essay.</p> <p>WorkReady assessments are no longer funded; therefore, a new means of assessment will be needed. The WorkReady program is being phased out.</p> <p>In addition, discussions regarding assessment of graduates versus students have been ongoing for some time. The graduation rate has declined possibly resulting from this STC graduation requirement.</p>	<p>Students who were unsuccessful on their first essay attempt were given a second chance to succeed. Students who were unsuccessful on their second attempt were required to schedule a conference with one of the English instructors for a discussion of problems with their essays and suggestions as to what they should review and practice before attempting the essay again.</p> <p>The 89% success rate on the computer competency indicates that a large majority of students did well on this competency and were well prepared in this area. Several of the program areas have now removed this course as a requirement; as a result, this competency was removed from the list and will no longer be tracked for students.</p> <p>STC will not require successful completion of all general education competency assessments for graduation in AY 2016. When accreditation required graduates, this requirement was implemented. Now that the criteria states students (not graduates), STC will assess all students but not require successful completion as a graduation requirement.</p>
	<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.</p>	<p>2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>92.1% average score on Program Exit Exams</p>	<p>Program Exit Exam Score Report</p>	<p>88.5% average score on Program Exit Exams</p> <p>Analysis: Desired score was not met. The benchmark may be set too high. Consideration of a lower benchmark may be needed.</p>	<p>VPIE recommended lowering the college average on the Program Exit Exams to 90%.</p>
	<p>2:Quality Education-Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in todays</p>	<p>2.1:Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>Only 7% of questions missed on ALMA Capstone</p> <p>92.1 avg score on Program Exit Exams for Health Science Programs</p>	<p>QEP Assessment Results - QEP Tracking System</p>	<p>14.33% missed</p> <p>1. Students will convert relevant information into mathematical form to provide solutions. 21% of Questions Missed</p> <p>2. Students will interpret mathematical data to solve problems in Health Sciences. 9% of Questions Missed</p>	<p>Improvements: (1) Test entry now checks for valid student ids before allowing test. (2) Test disallows retake per student id per date (i.e. back button and resubmission is useless). (3) Other than initial student id input, no name, email,</p>

	competitive global environment.				<p>3. Students will analyze data to make informed decisions and inferences related to Health Sciences. 13% of Questions Missed</p> <p>Analysis: Greatest improvement in student learning is still highest in the actual ALMA course. Pre-Test average % of questions missed = 30.67% Post-Test average % of questions missed = 12.67%.</p> <p>87.5% avg score on Program Exit Exams for Health Science Programs</p> <p>Analysis: Benchmark not met. The benchmark may be set too high. Consideration of a lower benchmark may be needed.</p>	<p>or other fill-in-the-blank fields are required. (4) The complete test is on one page, thereby making the data load very quick and not reliant on external programs or xml files. This makes data loss near impossible. (5) A few other minor improvements too detailed to mention. (6) "Rename cohort" link automatically generated for new tester entries. Differences (other than improvements): (1) Latency time per question or per test has been dropped for impracticability. Latency per question cannot be accurately recorded on this test. Since the QEP report does not reference latency, and only the student id link on the alma report even displays it, it is not worth recording. (2) Other redundant (non-changing) data dropped except where required by the existing reports. Possible future improvements: (1) Redo some of the code accommodations made for existing system. (2) Rewrite reports. (3) Make the QEP db entry part of the process (once cohorts are renamed) OR automatically name the cohorts based on test type, then push to QEP. (4) Referencing #3, create a solution to set the test type (pre_post_cap).</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>1250 Adult Ed NRS Enrollment</p> <p>2a) ABE1 Beginning Literacy - 54%</p> <p>2b) ABE2 Beginning - 52%</p> <p>2c) ABE3 Low Intermediate - 52%</p> <p>2d) ABE4 High Intermediate - 45%</p> <p>2e) ASE1 Low -47%</p> <p>2f) ESL1 Beginning Literacy - 50%</p> <p>2g) ESL2 Low Beginning - 54%</p> <p>2h) ESL3 High Beginning - 54%</p> <p>2i) ESL4 Low Intermediate - 50%</p> <p>2j) ESL5 High Intermediate - 43%</p> <p>2k) ESL6 Advanced - 44%</p> <p>73% Adult Ed - Obtained a HS Diploma/GED ? GEDs</p> <p>25% Adult Ed Entered Postsecondary Ed</p> <p>39% Adult Ed Entered Employment</p>	<p>TCSG Performance Scorecard</p>	<p>Actual Assessment Results and Analysis</p> <p>2a) ABE1 Beginning Literacy - 55.3%</p> <p>2b) ABE2 Beginning - 50% We did not meet the negotiated percentage of ABE 2 Beginning Basic which was 52%.</p> <p>2c) ABE3 Low Intermediate - 53.5%</p> <p>2d) ABE4 High Intermediate - 47.8%</p> <p>2e) ASE1 Low -56.6%</p> <p>ASE2 - 40% The remaining five education levels of ABE were met.</p> <p>2f) ESL1 Beginning Literacy</p> <p>2g) ESL2 Low Beginning</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>We did not have any ESL students enrolled, therefore no benchmark percentages or results are listed.</p> <p>67.2% Adult Ed - Obtained a HS Diploma/GED</p> <p>123 GEDs Awarded in 2015</p> <p>34.3% Adult Ed Entered Postsecondary Ed</p> <p>38.8% Adult Ed Entered Employment</p>	<p>(1) Continued instructor training on the 2014 GED test in an effort to increase our pass rate in 2016 to meet the State goal. br></p> <p>(2) Students utilized labs on an as-needed basis, regardless whether or not they attend GED classes.</p> <p>(3) STC will secure scholarships for students to take the GED.</p> <p>(4) Undertake an aggressive marketing/recruitment plan in all eight counties.</p> <p>(4) Increase the number of community collaborative partnerships in an effort to remove potential barriers to program participation for students with transportation, child-care issues.</p> <p>(5) Increase the days and times for student intake/orientation.</p>
	<p>3. Resources-Ensure STC has the resources needed to develop sustainable funding 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>STC Financials Report s - No Findings/Deficiencies</p>	<p>Institutional Advancement - Foundation Report</p> <p>TCSG Scorecard</p> <p>STC Financials Report</p> <p>Increased Efficiency/Decrease in Cost per FTE - TCSG Scorecard</p>	<p>\$376,704.00 = Funds Raised - Foundation & Grants</p> <p>Foundation Analysis 81.9% increase over FY 2014</p> <p>A new method of fundraising was implemented during the fiscal year - a campaign blitz, The RIDE (Raising Interest & Donations for Education). A part time consultant was hired to help implement a new campaign blitz in Toombs and Emanuel County.</p> <p>College</p> <p>No Audit Findings<</p>	<p>Foundation: A new method of fundraising was implemented during the fiscal year - a campaign blitz, The RIDE (Raising Interest & Donations for Education). Donations were obtained from not only current donors, but new and lapsed donors as well. We received a \$25,000+ increase in donations for this reporting period. Community volunteers were utilized in the campaign blitz. EDIA met with the volunteers for feedback on how to improve The RIDE next year. These suggestions will be utilized in next year's campaign.</p> <p>A part time consultant was hired to help implement a new campaign blitz in Toombs and Emanuel County - The RIDE (Raising Interest & Donations for Education). Volunteer feedback will help us to narrow the focus of prospects in the upcoming campaign (some businesses were closed; name/contact changes, etc.)</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 DC108 Placement Rate KMS DC#265 - unduplicated placement rate</p>	<p>83.7% In-field Placement Rate 98.6% Total Placement</p> <p>88.6% of graduates were placed in a job that was in or related to their field of study, or went on to continue their education. These numbers are a little better than last year. The in-field rate increase by just over a half of a percent. The Total Placement Rate increased by .9%.</p>	<p>The in-field rate increased by just over a half of a percent over the previous year and the Total Placement Rate increased by .9%.</p> <p>With the numbers climbing each year, the Career Services Office plans to offer Career Fairs on campus to help connect employers to our graduates. The department will continue to invite and welcome employers on campus visits and recruitment sessions to increase company awareness and hiring needs to the students of STC. The department contacts graduates regarding job openings available in the service delivery area on an on-going basis.</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>70 Customized Contract Companies served</p> <p>39,000 Customized Contract Trainee Contact Hours</p>	<p>Customized Contract Training Reports</p>	<p>55 Customized Contract Companies served</p> <p>47,417 Customized Contract Trainee Contact Hours</p> <p>Analysis: Business and industry continue to ask for training services at now charge. Since no funds</p>	<p>A budget presentation to the TCSG Commissioner included the Economic Development need for a budget for customized/contract training.</p>

					are allocated for customized/contract training, changes are needed at the TCSG level to rectify.	
	<u>4.Community and Workforce Development</u> -Ensure that community workforce needs are met through STCs educational programs and economic development efforts.	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.	Skilled program/s identified for Swainsboro Campus	Program approval/s/Terminations	Cyber Crime Specialist TCC - submitted for approval Forest Technology program completed teach out process	Several programs slated to be submitted for approval in AY 2016: Diesel Engine Service Technician TCC, Diesel Equipment Technician, Diesel Truck Maintenance Technician TCC,
	<u>4.Community and Workforce Development</u> -Ensure that community workforce needs are met through STCs educational programs and economic development efforts.	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.	3125 #served through Continuing Education 126 Continuing Education courses offered	Continuing Education Reports	2110 served through Continuing Education Continuing education classes and services were provided for a total of 2110 people during the year. This number represents a decrease from the previous year. Goal not met. The number of course offerings increased approximately 69% over the previous year. There were 9 classes in 2014 and 22 classes in 2015 with the majority being in the final 6 months. The Executive Director for Economic Development retired December, 2014. The position was not refilled. The VPIE was assigned additional responsibilities to cover Economic Development and Continuing Education Coordination for the four northern counties in the SDA. Official start was January 2015. Janene Betts was announced the Continuing Education Specialist to serve the Swainsboro Campus service area. Janene is continuously researching new CE course opportunities and instructors.	Additional marketing and a slate of new courses for next year are the main strategies to increase participation in continuing education programs. Research is ongoing to find needed CE training for skilled workers and personal enrichment. Online training modules are being offered for dislocated workers and returning veterans at special pricing packages.