



User: gwars  
SPIRIT\_2016

# College Goals Report

Goal	Strategic Goal	Strategic Objective	Desired Results	Assessment Method	Actual Assessment Results / Analysis	Use of Results/Improvement																																																																																																																																																																																																																																																						
1-Student Success	1-1 Access: Students will have access to a quality education.	Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	2265 Credit Enrollment 1200 FTE	KMS Performance Goals & Benchmarks - Scorecard	2406 Enrollment 1205 FTE	Tried for largest percentage enrollment increase in TCSG over FY 2015  Highest FTE percentage increase in TCSG over FY 2015																																																																																																																																																																																																																																																						
			225 High School Enrollment	KMS Report DC 204 KMS Performance Goals & Benchmarks - Scorecard	341 High School Enrollment	Enrolled largest number of high school students ever 341  MOWR opened the door for more high school students to take classes at STC and not have to pay for any books or tuition.  Students are able to take college classes all four years of high school and many of them choose to take General Education classes, thus allowing them to be considered a Sophomore or Junior in college once they graduate high school.  Plans are to expand our course offerings in the upcoming year to include History and Political Science.  Provided additional pathway courses as Move On When Ready courses to allow our high schools to offer additional courses in their College and Career Pathway programs.  Completed an agreement with University System of Georgia college to create additional baccalaureate opportunities for associate degree graduates to obtain advanced degrees.																																																																																																																																																																																																																																																						
1-Student Success	1-4 Completion: STC will ensure that students graduate from their educational program in a timely manner.	Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	60% Graduation Rate	KMS Graduation Report DC110, DC261	76.1% Graduation Rate 531 CCG Graduates - Track 2020	STC had an increase in the number of graduates and will continue to monitor graduates closely.																																																																																																																																																																																																																																																						
			Complete College Georgia Degree Production Goal of 50%  10% increase in unduplicated graduates over previous AY	KMS Performance Goals & Benchmarks - Scorecard CCG Reports ATD Reports TCSG Data Center CR263	531 CCG Graduates - Track 2025  20.2% increase in unduplicated grads and 15.35% increase in duplicated awards over AY 2015  Analysis: 77% total unduplicated graduates - 732 TCCs (714 Previous AY, 233 diplomas (151 Previous AY), and 100 associate degrees (57 Previous AY) 1065 total awards conferred  Diploma awards increased 54% and associate degrees increased 75%	We are now capable of pulling a report from Degree Works that locates all students within 95% of completing their program. We are pulling these now and graduates should increase this year. We are able to find all diplomas and degrees and well as all embedded certificates to be awarded.  Also the introduction of the mini-mesters enables students to complete quicker.  Changes in learning support helped students meet their goals sooner as they can take the regular class along with the learning support classes.  Opened the library on Fridays so that students can study and work on projects which should help them be more successful.																																																																																																																																																																																																																																																						
1-Student Success	1-5 Equity: STC will ensure equity in student outcomes across racial, ethnic, and income groups by eliminating achievement gaps wherever possible.	Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	Equity for students receiving PELL	College Snapshot showing percentage of students receiving PELL	College Snapshot: in AY 2016, 59.6% of STC students were economically disadvantaged (PELL recipients). This is distinct student headcount.	Further achievement gaps will be researched and eliminated.																																																																																																																																																																																																																																																						
			Economically disadvantaged students (PELL students) will perform comparably with non-PELL students.	Query from Banner Pell vs Non-Pell Successful Completions - Pulls every grade for every course for every student	Query from Banner Pell vs Non-Pell Successful Completions showed that Pell students are responsible for 65.16% of the classes/course taken at STC.  83% of the Pell students successfully completed  91% of the Non-Pell students successfully completed.  Analysis: It is believed that the majority of the Non-Pell students are in the medical fields and come to STC better prepared for success.  Also, when students have to pay (Non-Pell students), they work hard to be more successful. However, when 2/3 of the classes taken by economically disadvantaged students have an 83% successful completion rate, it could be determined that STC ensures equity for these students.																																																																																																																																																																																																																																																							
1-Student Success	1-5 Equity: STC will ensure equity in student outcomes across racial, ethnic, and income groups by eliminating achievement gaps wherever possible.	Provide effective programs and services to optimize the success of our students as they prepare for quality jobs and/or continuing education.	Diversity (race and gender) among faculty, staff, students as counted in STC SDA.	JS Census Bureau QuickFacts HR Data College Snapshot	<table border="1"> <thead> <tr> <th colspan="11">Southeastern Technical College - SDA Demographics 2015 Census</th> </tr> <tr> <th>County</th> <th>White</th> <th>% Black</th> <th>Hispanic</th> <th>% Other or Two+ Races</th> <th>Median Household Income</th> <th>% Poverty</th> <th>Median Age</th> <th>% Female</th> <th>% Male</th> <th>Population</th> <th>Population per Square Mile</th> <th>Land Area in Square Miles</th> </tr> </thead> <tbody> <tr> <td>Candler</td> <td>62.7%</td> <td>24.5%</td> <td>11.1%</td> <td></td> <td>\$30,518</td> <td>29.0%</td> <td>37.9</td> <td>50.7%</td> <td>49.3%</td> <td>10,886</td> <td>45.3</td> <td>243.04</td> </tr> <tr> <td>Emanuel</td> <td>60.2%</td> <td>33.4%</td> <td>4.4%</td> <td></td> <td>\$33,142</td> <td>30.8%</td> <td>36.7</td> <td>51.0%</td> <td>49.0%</td> <td>22,708</td> <td>33.2</td> <td>680.60</td> </tr> <tr> <td>Jenkins</td> <td>57.9%</td> <td>34.3%</td> <td>5.8%</td> <td></td> <td>\$28,910</td> <td>29.8%</td> <td>39.2</td> <td>46.8%</td> <td>53.2%</td> <td>8,957</td> <td>24.0</td> <td>347.28</td> </tr> <tr> <td>Johnson</td> <td>62.2%</td> <td>34.3%</td> <td></td> <td>1.9%</td> <td>\$36,466</td> <td>22.3%</td> <td>40.5</td> <td>43.5%</td> <td>56.5%</td> <td>9,656</td> <td>32.9</td> <td>303.01</td> </tr> <tr> <td>Montgomery</td> <td>66.5%</td> <td>26.3%</td> <td>5.8%</td> <td></td> <td>\$34,653</td> <td>24.7%</td> <td>38.1</td> <td>48.2%</td> <td>51.8%</td> <td>8,951</td> <td>38.1</td> <td>239.52</td> </tr> <tr> <td>Tattnall</td> <td>58.9%</td> <td>28.9%</td> <td>10.4%</td> <td></td> <td>\$35,346</td> <td>29.3%</td> <td>36.1</td> <td>42.1%</td> <td>57.9%</td> <td>25,229</td> <td>53.2</td> <td>479.40</td> </tr> <tr> <td>Toombs</td> <td>61.5%</td> <td>25.4%</td> <td>11.3%</td> <td></td> <td>\$31,291</td> <td>25.9%</td> <td>35.8</td> <td>52.7%</td> <td>47.3%</td> <td>27,241</td> <td>74.8</td> <td>364.01</td> </tr> <tr> <td>Treutlen</td> <td>66.4%</td> <td>31.5%</td> <td></td> <td>1.2%</td> <td>\$40,143</td> <td>22.1%</td> <td>40.1</td> <td>49.5%</td> <td>50.5%</td> <td>6,785</td> <td>34.5</td> <td>199.44</td> </tr> <tr> <td><b>Totals/Averages</b></td> <td><b>62.0%</b></td> <td><b>29.8%</b></td> <td><b>8.1%</b></td> <td><b>1.6%</b></td> <td><b>\$33,809</b></td> <td><b>26.7%</b></td> <td><b>38.1</b></td> <td><b>48.1%</b></td> <td><b>51.9%</b></td> <td><b>120,413</b></td> <td><b>42.0</b></td> <td><b>2,856.30</b></td> </tr> <tr> <td>STC Students</td> <td>65.1%</td> <td>27.2%</td> <td>6.3%</td> <td>1.4%</td> <td></td> <td></td> <td></td> <td>71.1%</td> <td>28.9%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>STC Faculty/Staff - 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SDA Demographics 2015 Census											County	White	% Black	Hispanic	% Other or Two+ Races	Median Household Income	% Poverty	Median Age	% Female	% Male	Population	Population per Square Mile	Land Area in Square Miles	Candler	62.7%	24.5%	11.1%		\$30,518	29.0%	37.9	50.7%	49.3%	10,886	45.3	243.04	Emanuel	60.2%	33.4%	4.4%		\$33,142	30.8%	36.7	51.0%	49.0%	22,708	33.2	680.60	Jenkins	57.9%	34.3%	5.8%		\$28,910	29.8%	39.2	46.8%	53.2%	8,957	24.0	347.28	Johnson	62.2%	34.3%		1.9%	\$36,466	22.3%	40.5	43.5%	56.5%	9,656	32.9	303.01	Montgomery	66.5%	26.3%	5.8%		\$34,653	24.7%	38.1	48.2%	51.8%	8,951	38.1	239.52	Tattnall	58.9%	28.9%	10.4%		\$35,346	29.3%	36.1	42.1%	57.9%	25,229	53.2	479.40	Toombs	61.5%	25.4%	11.3%		\$31,291	25.9%	35.8	52.7%	47.3%	27,241	74.8	364.01	Treutlen	66.4%	31.5%		1.2%	\$40,143	22.1%	40.1	49.5%	50.5%	6,785	34.5	199.44	<b>Totals/Averages</b>	<b>62.0%</b>	<b>29.8%</b>	<b>8.1%</b>	<b>1.6%</b>	<b>\$33,809</b>	<b>26.7%</b>	<b>38.1</b>	<b>48.1%</b>	<b>51.9%</b>	<b>120,413</b>	<b>42.0</b>	<b>2,856.30</b>	STC Students	65.1%	27.2%	6.3%	1.4%				71.1%	28.9%				STC Faculty/Staff - Full-Time	85.0%	13.0%	0.7%	0.7%				72.0%	28.0%				STC Faculty/Staff - Part-Time	76.0%	24.0%						69.0%	31.0%				All STC Faculty/Staff	80.5%	18.5%						70.5%	29.5%				Data Sources:													US Census Bureau QuickFacts 2015													AY 2016 College Snapshot													AY 2016 HR Data													Plans in progress to implement a Barbering program to attract more male students.  Help "Listening" sessions for people with no job, no HS diploma, and no GED. The purpose of the sessions was to find out which programs would be of more interest to males. Only one male and two females attended the sessions, but the one male supported the Barber program plan.  Efforts to recruit a more diverse staff are ongoing, but with few to no applicants.
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2-Quality Education	2-1 Instruction: Instruction should facilitate student learning and not be limited to traditional classroom models.	Facilitate an effective, innovative learning environment to ensure our students have the knowledge and skills to succeed in	85% Retention Rate	KMS Report DC200 KMS Performance Goals & Benchmarks - Scorecard	88.1% Retention Rate	STC student population was found to be diverse and equitable in all areas compared to the counties served except gender. STC student population is mainly female probably due to the large number of medical programs.																																																																																																																																																																																																																																																						
			ATD ~50% of the students enrolled in LS English will successfully complete within 2 semesters  ~113 of the LS Students enrolled in Gateway Math	ATD Reports for Learning Support and Online Courses Exiters Report by Term for LS Grade Distribution Report	95.6% online student retention rate for AY 2016 the best in TCSG  Student Navigators did a phenomenal job in implementing and scaling TEAMS application at STC.  Faculty and staff utilized TEAMS to sustain and retain at-risk students. Across the system, more than 4,000 alerts were submitted in AY 2015 and this number quadrupled in AY 2016.  System-wide, the students alerted in Fall 2015 were retained at 50% in the subsequent term; whereas the retention rates for the consequent term of all students alerted in Spring 2016 and Summer 2016 were 34% and 53% respectively.	Retention Rate of 88% was second highest of 22 TCSG Colleges  Online student retention rate for AY 2016 was 95.6% the best in TCSG  TEAMS Student Navigators did a phenomenal job in implementing and scaling TEAMS application at STC.																																																																																																																																																																																																																																																						

<p>Today's competitive global environment.</p>	<p>and English will successfully complete.</p> <p>1/3 of the students enrolled in online Gateway courses will successfully complete.</p>	<p>80% pass General Education Competency Assessments</p>	<p>Gen Ed Competency Assessment Report</p> <p>College level gen ed competency assessment is embedded in courses as shown below.</p>	<p>The first phase of TEAMS incorporated manual alerts and plans were in place to generate automated alerts at a later date. A list of potential alert types for automation was disseminated to stakeholders to help identify the top five alert types recommended for automation.</p> <p>It should be noted that attrition has decreased significantly since STC stopped withdrawing online students for attendance.</p> <p>Attendance is the student's responsibility and it is the student's responsibility to officially Withdraw if they can not attend.</p> <p>Students are expected to complete all work required by the instructor as described in the individual course syllabus.</p>	<p>Faculty and staff utilized TEAMS to sustain and retain at-risk students. Across the system, more than 4,000 alerts were submitted in AY 2015 and this number quadrupled in AY 2016! System-wide, the students alerted in Fall 2015 were retained at 50% in the subsequent term. Whereas the retention rates for the consequent term of all students alerted in Spring 2016 and Summer 2016 were 54% and 53% respectively. The first phase of TEAMS incorporated manual alerts and plans were in place to generate automated alerts at a later date. A list of potential alert types for automation was disseminated to stakeholders to help identify the top five alert types recommended for automation.</p>																																																			
<p>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>2.1 Instruction. Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>80% pass General Education Competency Assessments</p>	<p>Gen Ed Competency Assessment Report</p> <p>College level gen ed competency assessment is embedded in courses as shown below.</p> <table border="1" data-bbox="354 359 667 619"> <thead> <tr> <th colspan="3">REQUIRED ASSESSMENT SCORES</th> </tr> <tr> <th>ASSESSMENT</th> <th>DIPLOMA, TCC*</th> <th>DEGREE</th> </tr> </thead> <tbody> <tr> <td>Standardized Applied Mathematics Exam</td> <td>Score of 70% or higher</td> <td>Score of 70% or higher</td> </tr> <tr> <td>ENGL 1010 Final Essay</td> <td>Score of 70% or higher</td> <td></td> </tr> <tr> <td>ENGL 1101 Final Essay</td> <td></td> <td>Score of 70% or higher on a standardized rubric</td> </tr> <tr> <td>ENGL 1010 Reading Assessment</td> <td>Score of 70% or higher</td> <td></td> </tr> <tr> <td>ENGL 2130 Reading Assessment</td> <td></td> <td>Score of 70% or higher on a standardized rubric</td> </tr> </tbody> </table> <p>TCCs with a Gen Ed component</p>	REQUIRED ASSESSMENT SCORES			ASSESSMENT	DIPLOMA, TCC*	DEGREE	Standardized Applied Mathematics Exam	Score of 70% or higher	Score of 70% or higher	ENGL 1010 Final Essay	Score of 70% or higher		ENGL 1101 Final Essay		Score of 70% or higher on a standardized rubric	ENGL 1010 Reading Assessment	Score of 70% or higher		ENGL 2130 Reading Assessment		Score of 70% or higher on a standardized rubric	<table border="1" data-bbox="667 359 1243 533"> <thead> <tr> <th colspan="6">AY 2016</th> </tr> <tr> <th>Competency</th> <th># Participating</th> <th># Passing</th> <th># A %</th> <th># B %</th> <th># C %</th> </tr> </thead> <tbody> <tr> <td>Competency 1 The ability to utilize standard written English</td> <td>485</td> <td>348 (72%)</td> <td>103 (21%)</td> <td>126 (26%)</td> <td>120 (25%)</td> </tr> <tr> <td>Competency 2 The ability to solve practical mathematical problems.</td> <td>411</td> <td>350 (85%)</td> <td>190 (46%)</td> <td>94 (23%)</td> <td>66 (16%)</td> </tr> <tr> <td>Competency 3 The ability to read, analyze and interpret information.</td> <td>331</td> <td>288 (87%)</td> <td>145 (44%)</td> <td>84 (25%)</td> <td>59 (18%)</td> </tr> </tbody> </table> <p>Analysis: Southeastern Tech has recently moved to an embedded form of assessment for the General Education competencies.</p> <p>As evidenced by the scores above, the College met the 80% desired result in both Math and Reading but fell short of the targeted percentage in English by 8%.</p> <p>A variety of factors possibly contributing to the fact that the pass rate for the English Competency did not meet the 80% benchmark might be:</p> <ul style="list-style-type: none"> <li>larger class sizes</li> <li>student time management issues</li> <li>student class load</li> <li>availability of resources</li> <li>limited availability of credentialed adjunct instructors</li> <li>budget limitations which make it difficult to hire additional full-time General Education Instructors to achieve smaller class size and</li> <li>the no-withdrawal due to attendance policy. (Some students who may have been withdrawn in the past due to attendance are now allowed to stay in the class.</li> </ul> <p>Due to sporadic attendance, the students miss out on valuable instruction, making it difficult to attain important skills that build on each other.</p> <p>These students are often unsuccessful on the final exam, which is the assessment used for the General Education Competency.)</p>	AY 2016						Competency	# Participating	# Passing	# A %	# B %	# C %	Competency 1 The ability to utilize standard written English	485	348 (72%)	103 (21%)	126 (26%)	120 (25%)	Competency 2 The ability to solve practical mathematical problems.	411	350 (85%)	190 (46%)	94 (23%)	66 (16%)	Competency 3 The ability to read, analyze and interpret information.	331	288 (87%)	145 (44%)	84 (25%)	59 (18%)	<p>English Faculty have planned meetings to discuss the results and identify additional instructional methods and resources to utilize in English classes to increase student success.</p>
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Competency 1 The ability to utilize standard written English	485	348 (72%)	103 (21%)	126 (26%)	120 (25%)																																																			
Competency 2 The ability to solve practical mathematical problems.	411	350 (85%)	190 (46%)	94 (23%)	66 (16%)																																																			
Competency 3 The ability to read, analyze and interpret information.	331	288 (87%)	145 (44%)	84 (25%)	59 (18%)																																																			
<p>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>2.1 Instruction. Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>90% average score on Program Exit Exams</p> <p>VPIE recommended more realistic score of 90% for AY 2016 - original benchmark was 96.1%</p>	<p>Program Exit Exam Score Report</p>	<p>86.77 Program Average Exit Exam Score</p> <p>Analysis: The Automotive Technology average score of 76.87 (AY 2015 89.21) and the Medical Assisting average score of 76.61 (AY 2015 83.82) were the lowest program scores for AY 2016. Automotive Tech scores dropped the most over FY 2015 average scores.</p> <p>Analysis: Discussions with the Automotive instructor revealed that the AY 2016 class was younger and just did not have the drive as ones in the past. One of the main problems was getting them to come to class and do the work.</p> <p>The average score has dropped 2.85 points since AY 2014.</p> <p>AY 2014 89.62 AY 2015 88.64 AY 2016 86.77</p>	<p>Decreased average score to a more realistic average of 90%</p>																																																			
<p>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>2.1 Instruction. Instruction should facilitate student learning and not be limited to traditional classroom models.</p>	<p>Only 2% of questions missed on ALMA Capstone</p> <p>66.1 avg score on Program Exit Exams for Health Science Programs</p>	<p>QEP Assessment Results - QEP Tracking System</p>	<p>AY 2016 - 13% (AY 2015 14.88%) of the questions were missed on the ALMA 1000 Capstone Exam.</p> <p>Number of missed questions dropped almost 2 percentage points over the previous year.</p> <p>Analysis: Although issues with the online testing system were resolved and more data was collected, there appears to be an issue where a program's students never took the ALMA Capstone exam.</p>	<p>Developed a schedule to ensure all health science programs administer the ALMA Capstone.</p>																																																			
<p>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>1400 Adult Ed NRS Enrollment</p> <p>2a) ABE1 Beginning Literacy - 58%</p> <p>2b) ABE2 Beginning 53%</p> <p>2c) ABE3 Low Intermediate - 53%</p> <p>2d) ABE4 High Intermediate - 47%</p> <p>2e) ASE1 Low - 52%</p> <p>ASE2 - NA</p> <p>2f) ESL1 Beginning Literacy - 52%</p> <p>2g) ESL2 Low Beginning - 56%</p> <p>2h) ESL3 High Beginning - 57%</p> <p>2i) ESL4 Low Intermediate - 57%</p> <p>2j) ESL5 High Intermediate - 50%</p> <p>2k) ESL6 Advanced 50%</p> <p>85% Adult Ed - Obtained a HS Diploma/GED</p> <p>2EDs</p> <p>28% Adult Ed Entered Postsecondary Ed</p> <p>42% Adult Ed Entered Employment</p>	<p>CCSG Performance Scorecard</p>	<p>992 Adult Ed NRS Enrollment</p> <p>2a) ABE1 Beginning Literacy - 60%</p> <p>2b) ABE2 Beginning - 53%</p> <p>2c) ABE3 Low Intermediate - 53%</p> <p>2d) ABE4 High Intermediate - 49.9%</p> <p>2e) ASE1 Low - 53.7%</p> <p>ASE2 - 52.3%</p> <p>2f) ESL1 Beginning Literacy - 7%</p> <p>2g) ESL2 Low Beginning - 7%</p> <p>2h) ESL3 High Beginning - 7%</p> <p>2i) ESL4 Low Intermediate - 7%</p> <p>2j) ESL5 High Intermediate - 7%</p> <p>2k) ESL6 Advanced - 7%</p> <p>52.3% Total ABE ASE ESL</p> <p>90.3% Adult Ed - Obtained a HS Diploma/GED</p> <p>452 GEDs awarded</p> <p>36.9% Adult Ed Entered Postsecondary Ed</p> <p>43.5% Adult Ed Entered Employment</p> <p>Analysis: In FY2016, 1,017 students enrolled in classes, 519 level completions were attained, and 452 GEDs were awarded.</p> <p>Although 1,017 students enrolled, only 997 were retained for 12 hours or longer to be counted in the Federal National Reporting System (NRS)</p> <p>We plan revise our Retention Plan to include creative strategies to keep students in class longer.</p> <p>52.4% of our students made educational gain and we had 327 more GED graduates in FY 2016 than in FY 2015.</p> <p>Each of these student success measures is due to implementing the CCR Standards based curriculum.</p>	<p>Implemented the CCR Standards based curriculum.</p> <p>We set a more realistic goal for 2017 as we have seen a steady decline in enrollment in the last four years. There seems to be no incentive to further ones education.</p> <p>We met all the Federal Benchmarks for ABE student success at each level.</p> <p>We will implement the College and Career Standards in 2017, with all instructors attending state workshops and taking on-line classes in an effort to fully implement a CCR Standards based curriculum.</p> <p>We did not enroll English language learners due to the barrier of verification of eligibility to program participation. These students cannot provide documentation they are here legally. We will continue to try to recruit these students with legal documentation.</p> <p>Each of the results in GED graduation, passing rate, entering post-secondary and employment is the result of instructor training and CCR Standards implementation.</p> <p>This training and standards implementation will be ongoing in the next year.</p> <p>Although 1,017 students enrolled, only 997 were retained for 12 hours or longer to be counted in the Federal National Reporting System (NRS)</p> <p>We will revise our Retention Plan to include creative strategies to keep students in class longer.</p> <p>52.4% of our students made educational gain and we had 327 more GED graduates in FY 2016 than in FY 2017.</p> <p>Each of these student success measures is due to implementing the CCR Standards based curriculum.</p>																																																			
<p>Resources. Ensure STC has the resources needed to support learning excellence.</p>	<p>2.1 Financial. STC will develop sustainable funding methods.</p>	<p>\$160,000.00 Funds Raised - Foundation &amp; Grants</p> <p>No Audit Findings</p> <p>Increased rainy day funds 195% over</p>	<p>Institutional Advancement - Foundation Report</p> <p>Audit Report</p> <p>Fiscal Closeout</p> <p>KMS LB166 Revenue by Program</p>	<p>Foundation Cash donations for calendar year of 2016 vs 2015 increased by \$103,329.56</p> <p>STC Foundation had no audit findings</p> <p>When we closed FY15, we had \$429,011 in our rainy day fund.</p> <p>When we closed FY16, we had \$1,266,140 in our rainy day fund.</p> <p>That is a phenomenal 195% increase in rainy day funds from one fiscal year to the next.</p>	<p>The Foundation plans to explore and apply for new grant opportunities this year.</p> <p>STC Foundation had no audit findings</p>																																																			

		<p>previous fiscal year. These results prove that being conscientious of spending and keeping budgets aligned with actual revenues will allow the college the opportunity to rebuild its rainy day fund.</p> <p>Increase in program revenue of previous year</p> <p>Increase Efficiency/Decrease in Program Cost Per Credit Hour</p>	<p>increased Efficiency/Decrease in Program Cost per Credit Hour</p> <p>KMS Application Support - Program Cost Survey Reports for Fiscal Years</p>	<p>These results prove that being conscientious of spending and keeping budgets aligned with actual revenues will allow the college the opportunity to rebuild its rainy day fund.</p> <p>In FY 2015 program revenue was \$3,884,053.00 and in FY 2016 program revenue was \$3,985,893.00.</p> <p>This was a 1.9% increase in program revenue over FY15.</p> <p>As reflected in the chart below, the average program cost per credit hour has been higher than the system average each fiscal year with the highest percentage difference being in 2010 at 51.5% higher than the system average. In 2015, the difference is 38.14% higher. Overall the TCSG difference since 2010 is 144% increase in cost while the STC increase since 2010 is 122%.</p> <div data-bbox="673 178 1266 672"> <h3 style="text-align: center;">FY Average Program Cost Per Credit Hour Comparison</h3> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>Statewide Program Cost Per Credit Hour</td> <td>\$120.22</td> <td>\$121.40</td> <td>\$248.47</td> <td>\$246.12</td> <td>\$263.94</td> <td>\$293.43</td> </tr> <tr> <td>STC Program Cost Per Credit Hour</td> <td>\$181.87</td> <td>\$162.48</td> <td>\$324.76</td> <td>\$336.46</td> <td>\$377.87</td> <td>\$405.35</td> </tr> </tbody> </table> </div>		2010	2011	2012	2013	2014	2015	Statewide Program Cost Per Credit Hour	\$120.22	\$121.40	\$248.47	\$246.12	\$263.94	\$293.43	STC Program Cost Per Credit Hour	\$181.87	\$162.48	\$324.76	\$336.46	\$377.87	\$405.35	<p>195% increase in rainy day funds from FY 2015 to FY 2016.</p> <p>1.9% increase in program revenue over FY15</p> <p>Plan to research ways to decrease program cost per credit hour</p>
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<p>4 Community and Workforce Development</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>93% Job Placement</p>	<p>KMS DC108 Placement Rate</p> <p>KMS DC#265 - unduplicated placement rate</p>	<p>Note:</p> <p>Job Placement is reported for the previous fiscal year</p> <p>DC 108AY 2015 Total Job Placement Rate 97.45%</p> <p>AY 2015 Placed in Field Rate 69.43%</p> <p>DC 265 Unduplicated AY 2015 Total Placement 98.7%</p> <p>AY 2015 Placed in Field 87.3%</p>	<p>STC utilized positive relationships with local business and industry to provide a cutting edge workforce for our local communities.</p> <p>STCs Career Services Department plans to implement a new online job board system that will allow employers to post jobs, receive resumes and request campus recruitment visits to further help employers connect with STC graduates.</p> <p>The Economic Division will assist by informing employers of this system and how to become part of this new way of workforce recruiting.</p>																					
<p>4 Community and Workforce Development</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>95 Customized Contract Companies served</p> <p>39,000 Customized Contract Trainee Contact Hours</p>	<p>Customized Contract Training Reports</p>	<p>81 Customized Contract Companies served</p> <p>49,663 Customized Contract Trainee Contact Hours</p> <p>Analysis:</p> <p>A total of 20,039 individuals were served during FY 2016. Results for FY 2016 reflect an increase from the previous year.</p>	<p>customized training and services were provided for a total 16,391 individuals during the year.</p> <p>Continuing education classes and services were provided for a total of 3646 people during the year. This number represents an increase from the previous year.</p> <p>Planned slate of new courses for next year. Additional marketing strategies are also planned.</p>																					
<p>4 Community and Workforce Development</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>Skilled programs identified for Swainsboro Campus</p>	<p>Program approvals and terminations</p>	<p>Due to continuous low enrollment, the Marketing Program was terminated</p> <p>Due to no enrollment nor interest the Nail Tech, Esthetician, and the COS Instructor Training programs were terminated via the TCSG purge process.</p> <p>Business and Industry leaders identified the need for basic Computer Numerical Control operators. RNs are still high demand. The LPN to ASN bridge was identified as a need on the Swainsboro Campus.</p>	<p>Identified need for CNC, LPN to ASN bridge, and Barbering programs.</p>																					
<p>4 Community and Workforce Development</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> <p>126 Continuing Education courses offered</p>	<p>Continuing Education Reports</p>	<p>3646 students were served through Continuing Education.</p> <p>320 continuing education courses were offered in AY 2016</p> <p>STC also offers Ed2Go online courses with a catalog of over 400 course offerings available.</p>	<p>initiated new Teen Driver Education Program. 116 teen drivers participated during the 1st year.</p>																					